

Summer 2019 -Syllabus  
 COUN 5490 Crisis & Trauma Counseling 3 HRS

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| <b>Instructor Name:</b>                              | Ashley L. Garrett   |
| <b>Preferred Name:<br/>Preferred Pronouns:</b>       | Garrett<br>she/her  |
| <b>Contact Information:</b>                          | <a href="mailto:garrett@converse.edu">garrett@converse.edu</a><br>123-456-789   |
| <b>Office Location:</b>                              | Kuhn Building Room 123  |
| <b>Office Hours:</b>                                 | 1 hour before class and 1 hour after class<br>Wednesday 7am-10am<br>Thursday 5pm-8pm<br><br>Appointment preferred   |
| <b>Virtual Office Hours:</b>                         | By appointment, through Google Meet   |
| <b>Course Format/Structure:</b>                      | 100% face-to-face   |
| <b>Classroom Location:</b>                           | Kuhn Building Room 125  |
| <b>Class Meeting Day/Time:</b>                       | Tuesday 9:00 AM - 12:00 PM (Noon) EST   |
| <b>Course Catalog Description/<br/>Course Goals:</b> | This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and countertransference, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis and trauma assessment. Through contemporary articles, books, case studies, and experiential activities they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response. |

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|                                      | <a href="https://www.converse.edu/wp-content/uploads/2016/02/graduatecatalog16-17revised-2.pdf">https://www.converse.edu/wp-content/uploads/2016/02/graduatecatalog16-17revised-2.pdf</a>  |
| <b>Prerequisites:</b>                | COUN 5680 - Biopsychosocial Assessment and Wellness in Counseling<br>COUN 5710 - Counseling Theories   |
| <b>Co-requisites:</b>                | None   |
| <b>Required Text:</b>                | American Psychiatric Association: Diagnostic and statistical manual of mental disorders, fifth edition –DSMV . Washington, D.C., Arlington, VA American Psychiatric Association, 2013.<br><br>Trauma is Really Strange by Steve Haines<br>ISBN: 978-1-84819-2935<br><br>Disaster Mental Health Counseling: A Guide to Preparing and Responding by J.M. Webber & J.B. Mascari ISBN: 978-1-55620-361-9 |
| <b>Recommended Text:</b>             | The Body Keeps The Score: Brain, mind, and body in the healing of trauma by Bessel Van Der Kolk ISBN: 978-0-14-312774-1  |
| <b>Required Supplies</b>             | Standard size index cards, white<br>Post-It Notes 1 pack standard size   |
| <b>Access to Learning Resources:</b> | See Reference Page   |

### Learning Objectives / Outcomes:

At the end of this course, you (the student) will be able to:

| CMHC Outcomes  | CACREP | Evaluation           |
|--|--------|----------------------|
| 1. Define and discuss the impact of crises, disasters, and other trauma-causing events on people.  | A9     | Quiz 1<br>Quiz 2     |
| 2. Summarize the operation of an emergency management system within clinical mental health agencies and in the community. Identify those within your | A10    | Writing Assignment 1 |

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| own community and compare them to those in the text.   |                  |                                |
| 3. Explain and understand the principles of crisis intervention for people during crisis, disasters, and other trauma-causing events   | C6               | Quiz 1<br>Writing Assignment 1 |
| 4. Demonstrate the ability to use procedures for assessing and managing suicide risk. Design or compile resources to support this ability.   | D6               | Quiz 1<br>Writing Assignment 2 |
| 5. Demonstrate the ability to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.  | H3               | Quiz 4                         |
| 6. Explain and understand the appropriate use of diagnosis during a crisis disaster, or other trauma-causing events. Create safety plan after assessing level of danger in case study. | K5               | Quiz 4                         |
| 7. Understand and be able to evaluate the differences between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.           | L3               | Quiz 2                         |
|  |                  |                                |
| <b>Additional Knowledge and Skills Outcomes</b>  | <b>CACREP</b>    | <b>Evaluation</b>              |
| 8. Define crisis, characteristics of crisis, and common elements of the crisis resolution process as conceptualized within crisis theory   | IIG 3c<br>IIG 5d | Quiz 1<br>Writing Assignment 1 |
| 9. Identify cultural and developmental influences on the development, manifestation, and resolution of crises  | IIG 2d<br>IIG 3c | Quiz 1<br>Quiz 2               |
| 10. Discuss professional roles, functions, and relationships with other human  | IIG 2d<br>IIG 1c | Writing Assignment 1           |

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| service providers during crises, disaster, or other trauma-causing events   | CMHC A10                      |  |
| 11. Discuss concerns and interventions specific to suicide, self-injury, violence, victimization, trauma, psychiatric illness, chemical dependency, and community-wide disasters  | IIG 5g<br>CMHC C6,<br>D6      | Quiz 2<br>Quiz 3<br>Writing Assignment 1               |
| 12. Discuss ethical and legal considerations for crisis interventions   | IIG1j<br>CMHC A2              | Quiz 2<br>Writing Assignment 1<br>Writing Assignment 3 |
| 13. Discern key concepts and appropriate interventions for various crises including suicide, homicide, substance abuse, domestic violence, family crisis, sexual assault, disasters, workplace or community violence, grief and loss, crisis situations, military deployment and reintegration, and death | IIG5g                         | Quiz 1<br>Writing Assignment 1                         |
| 14. Implement a 6 step crisis intervention model in a variety of crisis situations  | IIG5g<br>CMHC C6<br>CMHC H3   | Writing Assignment 2                                   |
| 15. Applies crisis intervention skills incl, but not limited to: assessment and triage, management of safety concerns, case management and referral, de-escalation, validation, problem-solving, and follow-up  | IIG5g,<br>CMHC C6,<br>CMHC H3 | Writing Assignment 2                                   |
| 16. Interacts effectively with relevant emergency personnel, school personnel, other community agencies, and client support networks during times of crisis   | CMHC A3                       | Presentation   |
| 17. Recognizes and respond to stressors faced by crisis intervention workers through consultation and formulation of action plan  | IIG1d                         | Quiz 2   |
| 18. Customizes crisis intervention strategies in response to cultural and developmental influences  | iiG2d, IIG3c,<br>CMHC D5      | Quiz 2   |

| <b>CACREP Core Curricular Experiences</b>   | <b>CACREP</b> | <b>Evaluation</b> |
|---|---------------|-------------------|
| 15. Demonstrate and be knowledgeable about crisis intervention and suicide prevention models, including the use of psychological first aid strategies   | IIG5g         | Quiz 1            |
| 16. Understand the effects of crises, disasters, and other trauma-causing events on persons of all ages   | IIG5g         | Quiz 2            |
| 17. Explain and understand the counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing events | IIG1c         | Presentation      |
| 18. Demonstrate and know crisis intervention and suicide prevention models, including the use of psychological first aid strategies   | IIG5g         | Presentation      |

**Assignment Policy:** In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than an emergency reason (family death, hospitalization, etc.) will receive 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead.

**Quiz Policy:** All quizzes are open notes and open book but must be completed without the help of a classmate.

**Exam Policy:** Exams should be taken as scheduled. No make-up examinations will be allowed except for documented emergencies (See Student Handbook).

**Extra Credit Policy:** Extra credit is opportunities are only available to those who have completed all quizzes, discussion questions, as well as all assignments.

**Inclement Weather Policy:** On those days that present severe weather and driving conditions, a decision may be made to close the camps. In case of inclement weather,

refer to the college website. Students are encouraged to keep up-to-date information online with the college, so they will receive this information automatically.

**Student Evaluations:** Feedback is essential to me as a counselor and as an instructor. Our goal as counseling professionals should be to seek out feedback in all professional relationships (counselor/client, supervisor/supervisee, student/instructor). I will ask for your feedback regularly throughout our twelve weeks together and work to make adjustments to ensure you can have the best learning environment to gain all the information taught in this course. At the end of the course, there will be a formal course evaluation.

**Safe Space:** It is of great significance that our classroom is a space where all students can ask questions and explore topics openly. As a profession, we value diversity of all kinds with respect and dignity. The classroom is space where you can engage in displaying competence in how you interact with classmates and your instructor. Throughout our time together, we will explore a variety of topics where cultural can be examined and embraced. Each culture has its own history of crisis, grief and loss, and trauma. Furthermore, each culture has its own strength of character and spirit of hope that brings healing and wisdom. Let's use this time to not only focus on crisis and trauma but mostly on how each culture, with its diversity, can bring hope in the darkest of times. However, offensive and inappropriate language and remarks offensive to others of particular nationalities, ethnic groups, sexual orientation, religious groups, genders, or other ascribed statuses will not be tolerated.

**Methods of Instruction:** This course is face-to-face. It will be extremely interactive and experiential, and students are expected to collaborate to develop a community in which we integrate didactic material with experiential exercises and applications. In particular, we will use interactive lectures, experiential learning activities, student presentations, discussion, reflection exercises, demonstrations, videos, and guest lectures to reach course objectives.

**Google Meet:** Google Meet will be utilized for any out of class time that you need support. If you would like to meet during the week, outside of set office hours, please email me and set up a time to meet using Google Meet. Link for Google Meet: <https://support.google.com/meet/answer/7290445?hl=en>

**Other Policies:** 1) This class does require the use of Blackboard. Powerpoints, quizzes, discussion questions, and additional class materials will be available on the site. 2) The use of cell phones and other gadgets are not allowed. You will not be

permitted to text or take phone calls during class - unless an emergency. Computers are allowed if you are accessing texts, powerpoint, writing lecture notes. 3) Food and drink are allowed in the classroom provided they are not a distraction. 4) You will use your Converse email account for this course. The instructor will not ask, nor email you at your personal email account.

**Course Evaluation:** Attendance to each class is imperative; if you cannot attend, please notify us in advance. Irregular attendance, including consistently coming to class late or leaving early, will probably affect a student's ability to effectively integrate the information being studied since it is of such a highly technical nature. We are concerned that a student who misses a significant amount of class time will have a difficult time successfully completing the assignments as they are largely dependent on the ability of the student to demonstrate that he/she can put theory into practice. Simply reading the materials outside of class and being present to participate in the projects will not suffice; the most important and effective learning will take place in class with the instructor.

**PLEASE NOTE:** All written assignments should follow APA formatting in that they are typed, Times New Roman 12 pt, double-spaced, and 1" margins. If students refer to any source or utilize any quotations, the citation and reference list should follow APA formatting.

Students can earn a total of 100 points and the final grade will be based on this scale:

|          |          |          |            |
|----------|----------|----------|------------|
| A 95-100 | B+ 87-89 | C+ 77-79 | F Below 70 |
| A- 90-94 | B 84-86  | C 74-76  |            |
|          | B- 80-83 | C- 70-73 |            |

**Weekly Quizzes and Writing Assignments.....35 pts.**

Students will complete weekly quizzes and writing assignments on assigned readings each week. Each quiz/assignment is worth 5 points.

**Class Participation .....45 pts.**

Students will be expected to participate in classroom activities and discussions. These will offer multiple opportunities for engagement each week, including verbal and written through experiential activities. There is a total of 48 potential points throughout the 12 weeks with each class being worth 4 points. Therefore, students have the potential to gain 3 extra points from this section. Rubric provided.

**Final In-Class Group Presentation.....20 pts.**

Rubric provided.

**Extra Credit.....10 pts.**

Complete the Psychological First Aid Training and email certificate to instructor

**Link:** [https://www.ptsd.va.gov/professional/continuing\\_ed/psych\\_firstaid\\_training.asp](https://www.ptsd.va.gov/professional/continuing_ed/psych_firstaid_training.asp)

**Honor Code/Plagiarism:** Please see in the Student Handbook the section on “Honor Code Violations” (pp. 27 – 29). Please be fully aware of what encompasses cheating, plagiarism, lying and/or bribery. Rewording any section of another author’s work without citing him/her, copying and pasting from the internet, and giving your answers to another student are additional examples of academic dishonesty that are cause for academic disciplinary action. Any student who is believed to have engaged in any form of academic dishonesty will be dealt with according to the procedures set forth in the Converse Student Handbook. Remember and please refer to the Principles of Converse’s Honor Tradition.

**Academic Accommodations:** Students with documented disabilities who would like to request academic accommodations should complete a request for accommodations in *my.converse*. Questions can be directed to Tania McDuffie, the Assistant Dean of Academic Support and Accommodations, at [disability.services@converse.edu](mailto:disability.services@converse.edu).

**Title IX Statement:** Converse College is committed to offering a safe campus for all community members to learn and work in a welcoming and inclusive environment. This commitment includes opposing discrimination on the basis of sex and upholding a zero-tolerance policy for sexual harassment and sexual misconduct. Please be aware that instructors are mandated reporters who must report observations of sexual misconduct. This further means that if a student informs an instructor, either orally or in writing, about having experienced sexual assault or sexual misconduct while a student at Converse College by a member of the Converse community, the instructor is required to report it to the Title IX Coordinator. If you would prefer to speak to someone who will keep your information confidential, please contact a counselor in the Wellness Center (864.596.9258 or in the rear side of Andrews Hall) or the College Chaplain (864.596.9078 or in Montgomery Student Center). They will not disclose any information you share. Converse is legally obligated to respond to reports of sexual or gender-based misconduct and therefore we cannot guarantee the confidentiality of a report unless made to a Confidential Resource. As always, you may find the Converse College Title IX policy, related information, and contact resources at:

[https://my.converse.edu/ICS/Employees/Human\\_Resources/Title\\_IX.jnz](https://my.converse.edu/ICS/Employees/Human_Resources/Title_IX.jnz)



**The Writing Center:** The Converse College Writing Center in Mickel Library (Room 204) offers one-to-one writing conferences on papers at any point in the writing process. Peer Consultants help writers of all ability levels. You may come for help to get started, organize and develop your ideas in a rough draft, use sources, or learn to recognize and correct errors in grammar and punctuation. The Writing Center does not proofread or “fix” papers, but we can help you learn better techniques for editing and improving your own work. Please bring your assignment sheet, sources, and any writing you have already done. Appointments are strongly recommended and are available throughout the day. Fall 2018 drop-in hours are M-Th 1-5pm. Closed Fridays and Saturdays. Appointments can be made by visiting <https://ccwritingcenter.youcanbook.me/> or by following links in the my.converse.edu portal under Academic Support and Success.

**Course Outline:** This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by Blackboard Announcements and through email.

The class is on Tuesday and all assignments are due the Sunday FOLLOWING class. Each Sunday’s quiz will prepare you for the NEXT Tuesday’s class discussion/activities.

| Week | Subject Covered In Class   | Related SLO            | Checklist of Assignments Before Next Week   |
|------|--|------------------------|---|
| 1    | Introductions<br><br>Review of Syllabus<br><br>Class overview and icebreaker;<br><br>Review of Assignment<br><br>Assign groups and presentation Chapters 13, 14, 15, and 16<br><br><b>Quote:</b> “It takes courage to grow up and become who you really are.”- E.E. Cummings | 1, 3, 8                | <b>Read:</b> Webber & Mascair: Chapter 1-4<br><br><b>Watch:</b> Brown’s 2010 Ted Talk, “The Power of Vulnerability”<br><a href="https://www.ted.com/talks/brene_brown_on_vulnerability?language=en">https://www.ted.com/talks/brene_brown_on_vulnerability?language=en</a><br><br><b>Quiz 1:</b> Due Sunday by Midnight EST<br><br>Start working on the presentation with the group through Google Meet |
| 2    | Approaching Crisis Intervention and Trauma Care<br><br><br>Trauma and Toxic Stress - Video   | 4, 5, 6, 7, 15, 16, 17 | <b>Read:</b> Webber & Mascair: Chapters 5-6 and Appendix A (DTCCC, 2016)<br><br><b>Read:</b> Multicultural Competencies<br><a href="https://www.counseling.org/resources/co">https://www.counseling.org/resources/co</a>  |

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|   | <p>Adverse Childhood Experiences</p> <p>Self-Care</p> <p>Student Feedback Activity</p> <p><b>Quote:</b> "It is time for parents to teach young people early on that in diversity there is beauty and there is strength."- Maya Angelou</p>  |                   | <p><a href="#">mpetencies/multicultural_competencies.pdf</a></p> <p><b>Quiz 2:</b> Due Sunday by Midnight EST</p> <p>Keep working on the group project. If needed, set a time and invite the instructor to join a group meeting.</p>  |
| 3 | <p>Self-Care / Resiliency<br/>Build and Process</p> <p>Ethical/Legal Implications of Trauma<br/>Culturally Effective Helping: ACA Code of Ethics</p> <p>Build and Process</p> <p><b>Quote:</b> "An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity."-<i>Martin Luther King, Jr.</i></p> | 13, 9, 17, 18, 12 | <p><b>Read:</b> Webber &amp; Masclair: Chapter 4 (review) and Appendix A (DTCCC, 2016)</p> <p><b>Read:</b> ACA Code of Ethics Preamble</p> <p><b>Watch:</b> Using Colombia to screen for suicide<br/><a href="https://youtu.be/01P6id9wvig">https://youtu.be/01P6id9wvig</a></p> <p><b>Quiz 3:</b> Due Sunday by Midnight EST</p>                         |
| 4 | <p>Intervention and Assessment Models</p> <p>DSM V<br/>ACEs/Resilience<br/>Columbia</p> <p>Assignment of Crisis Resource for week 6</p> <p>Student Feedback Activity</p> <p><b>Quote:</b> "You may have to fight a battle more than once to win it."- Margaret Thatcher</p>   | 4,5,6,7,15,16     | <p><b>Read:</b> Article by Roberts &amp; Ottens<br/><a href="https://triggered.edina.clockss.org/ServeContent?rft_id=info:doi/10.1093/brief-treatment/mhi030">https://triggered.edina.clockss.org/ServeContent?rft_id=info:doi/10.1093/brief-treatment/mhi030</a></p> <p><b>Quiz:</b> No quiz this week</p> <p>Use this week to work on your project!</p> |

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| 5 | <p>Triage<br/>Crisis Case Handling</p> <p>Handout: Crisis Resource Form</p> <p>Handout: Crisis Topic List</p> <p><b>Quote:</b> "We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community -and this nation."<br/>- <i>Cesar Chavez</i></p>  | 4, 5, 12, 15, 16 | <p><b>Read:</b> Review two resources on your assigned crisis topic. One resource should be local and the second should be national.</p> <p><b>Read:</b> Bemak &amp; Chung (2017)</p> <p><b>Writing 1:</b> Complete Crisis Resource Form (provided) - Due Sunday by Midnight EST</p>  |
| 6 | <p>Telephone and Online Crisis Counseling</p> <p>Group Discussion on Crisis Resources local and national</p> <p>Special Topic: Refugees</p> <p>VOTE on speaker</p> <p><b>Quote:</b> "We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion."- <i>Max de Pree</i></p> | 4, 5, 12, 15, 16 | <p><b>Read:</b> Article by Costa &amp; Altekruise</p> <p><b>Read:</b> Seeds of the Possible Essay by Paul Rogat Loeb (provided) pp 21-28.</p> <p><b>Review:</b> ACA Suicide Assessment Fact Sheet<br/><a href="https://www.counseling.org/docs/trauma-disaster/fact-sheet-6---suicide-assessment.pdf?sfvrsn=2">https://www.counseling.org/docs/trauma-disaster/fact-sheet-6---suicide-assessment.pdf?sfvrsn=2</a></p> <p><b>Review:</b> SAMSHA Suicide Assessment Quick Tips<br/><a href="https://store.samhsa.gov/shin/content/SVP06-0153/SVP06-0153.pdf">https://store.samhsa.gov/shin/content/SVP06-0153/SVP06-0153.pdf</a></p> <p><b>Quiz:</b> No quiz this week</p> |
| 7 | <p>Crisis of Lethality/ Suicide Crisis interventions</p> <p>Handout: Experiential Processing Right Brain vs Left Brain</p> <p><b>Quote:</b> "Diversity in the world is a basic characteristic of human society, and also the key condition for a lively and dynamic world as we see today."- <i>Jintao Hu</i></p>   | 4, 5, 12, 14, 16 | <p><b>Read:</b> Trauma is Really Strange by Haines, S. (2014)</p> <p><b>Read:</b> DSM V: Trauma- and Stressor-Related Disorders pp. 265-290.</p> <p><b>Quiz:</b> No quiz this week</p> <p><b>Writing 2:</b> Choose one activity from handout provided and complete. Due by Midnight EST</p>  |

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| 8  | <p>Post Traumatic Stress Disorder</p> <p>Understanding DSM V</p> <p><b>Quote:</b> "Ultimately, America's answer to the intolerant man is diversity."-Robert Kennedy</p>  | 5, 12, 14      | <p><b>Read:</b> Article by Kira, Ashby, Omidy, &amp; Lewandowski (2015)</p> <p><b>Read:</b> Ryan, Lane, &amp; Powers (2017)</p> <p><b>Read:</b> Goodman &amp; Calderón (2012)</p> <p><b>Read:</b> Article by Goodman (2015)</p> <p><b>Quiz 4:</b> Due Sunday by Midnight EST</p>  |
| 9  | <p>Post Traumatic Stress Disorder</p> <p>Treatments &amp; Interventions</p> <p>Student Feedback Activity</p> <p><b>Quote:</b> "We all live with the objective of being happy; our lives are all different and yet the same."-Anne Frank</p>  | 5, 12, 14      | <p><b>Read:</b> Webber &amp; Mascair: Chapters 7-11</p> <p><b>Writing 3:</b> Choose one activity from handout provided and complete. Due by Midnight EST</p> <p><b>Extra Credit:</b> Complete the Psychological First Aid Training and email certificate to instructor</p> <p><b>Link:</b><br/> <a href="https://www.ptsd.va.gov/professional/continuing_ed/psych_firstaid_training.asp">https://www.ptsd.va.gov/professional/continuing_ed/psych_firstaid_training.asp</a></p> |
| 10 | <p>Emergency Preparedness &amp; Response to Disasters in Community &amp; Workplace: Psychological First Aid</p> <p>Emergency Preparedness &amp; Response in Schools and Universities: Psychological First Aid</p> <p><b>Quote:</b> "We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different yearnings, different hopes, different dreams." -Jimmy Carter</p> | 2, 10, 11      | <p><b>Read:</b> Webber &amp; Mascair: Chapters 13-14, 17</p> <p><b>Quiz:</b> No quiz this week</p> <p><b>Note:</b> Finalize your group presentations</p>  |
| 11 | <p>Presentations</p> <p>Student Feedback Activity</p>  | 3, 4, 5, 9, 10 | <p><b>Read:</b> Baldwin (2018)</p>  |

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|    | <p><b>Quote:</b> "Differences challenge assumptions." -Anne W. Schaefer</p>  |        |                           |
| 12 | <p>Guest Speaker - Final Class</p> <p>Dr. Diana Paulk, PhD or Reggie Parker, LPC</p> <p>Final Evaluations</p> <p><b>Quote:</b> "Men hate each other because they fear each other, and they fear each other because they don't know each other, and they don't know each other because they are often separated from each other."-Martin L. King, Jr.</p> | 17, 18 | <p><b>YOU DID IT!</b></p> |

## **Welcome to COUN 5490 Crisis & Trauma Counseling**

Authentic learning and engagement are a vulnerable experience for both the student and the teacher. I view it as my role to provide a safe space for all students to develop themselves in a learning environment that embraces diversity and inclusivity. From my teaching methods to my course assignments, each should communicate the importance of connection, relationship, and safety for all through interactive and experiential approaches. Students who take my courses should come away with more knowledge, new skills to enhance their practice, renewed energy, and meaningful connections. In today's fast-paced world and complex mental health systems, many counseling practitioners feel overwhelmed and experience burnout and other health problems. My approach is designed to offer students a safe space with unique opportunities to nourish your personal and professional selves to model appropriate clinical care for years to come.

## Class Resource List

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- Baldwin, D. (2018). What new counselors need to know about adverse childhood experiences. *Counseling Today*, 60(8), 10.
- Bemak, F., & Chung, R. C. (2017). Refugee trauma: culturally responsive counseling interventions. *Journal of Counseling And Development*, (3), 299.  
doi:10.1002/jcad.12144
- Costa, L., & Altekruze, M. (1994). Duty-to-warn guidelines for mental health counselors. *Journal of Counseling and Development: JCD*, 72(4), 346- 350.
- Goodman, R. D., & Calderón, A. M. (2012). The Use of Mindfulness in Trauma Counseling. *Journal of Mental Health Counseling*, 34(3), 254-268.  
doi:10.17744/mehc.34.3.930020422n168322
- Goodman, R. R. (2015). Trauma Counseling and Interventions: Introduction to the Special Issue. *Journal of Mental Health Counseling*, 37(4), 283- 294.  
doi:10.17744/mehc.37.4.01
- Haines, S., & Standing, S. (n.d.). *Trauma is really strange*. London: Singing Dragon.
- Kira, I. A., Ashby, J. S., Omidy, A. Z., & Lewandowski, L. (2015). Current, continuous, and cumulative trauma-focused cognitive behavior therapy: a new model for trauma counseling. *Journal of Mental Health Counseling*, (4), 323.  
doi:10.17744/mehc.37.4.04.
- Kolk, B. A. (2015). *The Body Keeps the Score: Mind, brain and body in the transformation of trauma*. London: Penguin Books.
- Loeb, P. R. (2009). *The impossible will take a little while: A citizens guide to hope in a time of fear*. New York, NY: Basic Book.
- Roberts, A. R. & Ottens, A. J., (2005). The Seven-Stage Crisis Intervention Model: A Road Map to Goal Attainment, Problem Solving, and Crisis Resolution, *Brief Treatment and Crisis Intervention* 5(4):329-339;  
doi:10.1093/brief-treatment/mhi030
- Ryan, K., Lane, S. J., & Powers, D. (2017). A multidisciplinary model for treating complex trauma in early childhood. *International Journal of Play Therapy*, 26(2), 111-123. doi:10.1037/pla0000044
- Webber, J., & Mascari, J. B. (2018). *Disaster Mental Health Counseling: A guide to preparing and responding* (4th ed.). Alexandria, VA: American Counseling Association Foundation.

## Helpful Links

Mental Health First Aid

[https://www.ptsd.va.gov/professional/continuing\\_ed/psych\\_firstaid\\_training.asp](https://www.ptsd.va.gov/professional/continuing_ed/psych_firstaid_training.asp)

ACA Suicide Assessment Fact Sheet

<https://www.counseling.org/docs/trauma-disaster/fact-sheet-6---suicide-assessment.pdf?sfvrsn=2>

SAMSHA Suicide Assessment Quick Tips

<https://store.samhsa.gov/shin/content/SVP06-0153/SVP06-0153.pdf>

Using Colombia to screen for suicide

<https://youtu.be/01P6id9wvig>

Multicultural Competencies

[https://www.counseling.org/resources/competencies/multicultural\\_competencies.pdf](https://www.counseling.org/resources/competencies/multicultural_competencies.pdf)

Article by Roberts & Ottens

[https://triggered.edina.clockss.org/ServeContent?rft\\_id=info:doi/10.1093/brief-treatment/mhi030](https://triggered.edina.clockss.org/ServeContent?rft_id=info:doi/10.1093/brief-treatment/mhi030)

## Media Links

TED Talk - Starting Conversation About Suicide

[https://www.ted.com/talks/jeremy\\_forbes\\_how\\_to\\_start\\_a\\_conversation\\_about\\_suicide?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/jeremy_forbes_how_to_start_a_conversation_about_suicide?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare)

TED Talk - ACEs and Dr. Burke

[https://www.ted.com/talks/nadine\\_burke\\_harris\\_how\\_childhood\\_trauma\\_affects\\_health\\_across\\_a\\_lifetime](https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime)

TED Talk - Brene Brown and Vulnerability

[https://www.ted.com/talks/brene\\_brown\\_on\\_vulnerability?language=en](https://www.ted.com/talks/brene_brown_on_vulnerability?language=en)



### **Guest Speaker Option One - Dr. Diana Paulk**

Dr. Paulk works with individuals. She is a licensed psychologist and has more than 20 years of experience offering therapy in many different settings. Over the years, she has come to relish working with individuals who are striving to overcome issues associated with recent or past trauma – symptoms such as stress, avoidance and overwhelming feelings of anxiety, depression or worry. Dr. Paulk recently became certified as an advanced trauma specialist by The Trauma Center at the Justice Research Institute outside Boston, Massachusetts. The nine-month program was conducted by recognized experts in the field, including Bessel van der Kolk, M.D.

For more information:

<https://therapistsbirmingham.com/meet-our-therapists/meet-diana-paulk/>

### **Guest Speaker Option Two- Reggie Parker, LPC**

Reggie is a Licensed Professional Counselor (#3338) with a background working with addicted clients. He earned his Master's degree in Agency Counseling from Jacksonville State University. He has a Bachelor's degree in Sociology and Corrections from Jacksonville State University. Reggie has special interest and experience in grief and crisis counseling. With a background in law enforcement Reggie has served as a hostage negotiator for over fifteen years. He also has experience leading professional seminars and therapy groups. Reggie is a member of the American Counseling Association, the Alabama Counseling Association, the Association for Multicultural Counseling and Development, and Phi Kappa Phi Honor Society.

Catharsis LLC is a branch of Parker Counseling & Consultation that provides comprehensive training in crisis intervention, conflict resolution, and negotiation techniques. Catharsis training addresses unexpected and unanticipated incidents involving criminal activity, violent threats, hostage taking, barricade situations, and terrorist acts. The training offers interventions for hostage and barricade situations that began as a robbery gone wrong or the violent act of a mentally disturbed person.

The training is interactive, complete with classroom instruction followed by mock scenes and role plays to give you the practical experience you will need in a crisis. Further strategies will be explored on how to apply these same skills to the workplace to improve day-to-day performance and ensure ongoing safety. The end result of Catharsis training is the protection and satisfaction of employees, staff members, team mates, customers, and students.

Catharsis training is provided by qualified professionals who possess the necessary knowledge, skills, credentials, and experience to prepare their clients to manage crises and ensure workplace safety.

For more information: <http://www.parkercounselingandconsultingllc.com/>

## Assignments and Quizzes

### **Week 1- Due by midnight Sunday EST (The Sunday following Tuesday class)**

#### Quiz 1

- 1) What are the principles of crisis intervention for people during a crisis, disasters, and other trauma-causing events?
- 2) What tools are available for counselors to assess suicide risk for a client? List three resources available to support clients.
- 3) What is Crisis Theory? What are the characteristics of a crisis?
- 4) What role does culture have in crisis? Give one example.
- 5) Write a poem, reflection, or draw a picture that best expresses what it is like to be vulnerable. Do the same for what it must be like for a client to be vulnerable in a counseling relationship.

### **Week 2- Due by midnight Sunday EST (The Sunday following Tuesday class)**

#### Quiz 2

- 1) Choose one Multicultural competency and provide an example of how you can be mindful of integrating it into practice?
- 2) What are vicarious traumatization and secondary traumatic stress?
- 3) What six directives does the American Red Cross Disaster Services offer in regards to an ethical framework for trauma and disaster work?
- 4) Counseling Scenario 3 (Webber and Mascari p.105): What are your thoughts on this scenario?
- 5) What are some common developmentally appropriate reactions during a crisis and how do they differ between a diagnosis of PTSD?

### **Week 3- Due by midnight Sunday EST (The Sunday following Tuesday class)**

#### Quiz 3

- 1) Read the Normal Reactions to Disasters and Problematic Stress Reactions in Table 4.1 and Table 4.2. With that information, write a summary (3-5 sentences) of the PsySTART Assessment System created by the American Red Cross.
- 2) What section of the ACA Code of Ethics addresses issues related to crisis and trauma care?
- 3) Is everyone who cuts, suicidal? Please support your response with at least two references.
- 4) What are the three phases of individual reactions to trauma, as described by Webber & Mascari in Chapter 4?
- 5) Briefly describe what is the Columbia screening tool (C-SSRS) is and how you would know to use it.

**Week 4- Due by midnight Sunday EST (The Sunday following Tuesday class)**  
**NONE**

**Week 5- Due by midnight Sunday EST (The Sunday following Tuesday class)**  
Writing Activity 1 - Complete two Crisis Resource Forms (form attached)

**Week 6- Due by midnight Sunday EST (The Sunday following Tuesday class)**  
**NONE**

**Week 7- Due by midnight Sunday EST (The Sunday following Tuesday class)**  
Writing Activity 2 - Choose one from the handout provided.

**Week 8- Due by midnight Sunday EST (The Sunday following Tuesday class)**  
**Quiz 4**

- 1) Research by Lora, Ashby, Omidy, & Lewandowski developed a model that identifies eight precognitive, cognitive, behavioral, and social interventions. List all eight.
- 2) Ryan's model is based "on \_\_\_\_\_ of therapeutics approach to clinical reasoning, and emphasizes the healing power of safe relationships and the use of regulatory activities designed to activate specific brain regions. We also incorporate trauma informed play therapy to support relationship building and self-regulation, strengths-based and trauma informed early childhood education, occupational therapy emphasizing sensory integration for self-regulation, and caregiver therapy."
- 3) How can resilience help in healing for individuals and communities who have experienced trauma?
- 4) What is one benefit of mindfulness interventions when treating trauma symptoms?
- 5) Where would you go to assess if a client had PTSD or some other trauma disorder? Are there additional tools you can use to help you make this assessment?

**Week 9- Due by midnight Sunday EST (The Sunday following Tuesday class)**  
Writing Activity 3 - Choose one from the handout provided  
Extra credit is due this week.

**The remainder of the course should focus on your group presentation.**

**Week 5 Writing Activity 1**  
**Crisis Resources for Community Form**

|                                   |  |
|-----------------------------------|--|
| <b>Name of Agency</b>             |  |
| <b>Contact Information</b>        |  |
| <b>Website</b>                    |  |
| <b>Services Offered</b>           |  |
| <b>Cost of Services</b>           |  |
| <b>Other Relevant Information</b> |  |

## **Week 7 Writing Activity 2**

**Please only complete 1 of the following:**

### **Activity One**

Answer the following questions from reading *Trauma is Really Strange*.

- 1) What is Trauma?
- 2) How does it change the way our brains work?
- 3) Choose one visual image that is impactful when you think about trauma?
- 4) Choose one visual image that is impactful when you think about healing?

### **Activity Two**

View this video and write a 5-8 sentence response that includes how you think this would be helpful in working with families that have had trauma.

Dr. Dan Hand Model of Brain: <https://youtu.be/f-m2YcdMdFw>

## **Week 9 Writing Activity 3**

**Please complete 2 of the 3 listed:**

### **Activity One**

Write 3-5 paragraphs on how Play Therapy can help a child who has experienced trauma. Use APA format for all citations and references.

### **Activity Two**

Write 3-5 paragraphs on how EMDR can help an adult who has experienced trauma. Use APA format for all citations and references.

### **Activity Three**

Complete the Self-Assessment Checklist for Personnel Providing Services and Supports to Children and their Families. Choose one section of questions and write 3-5 sentences on why these considerations are essential according to clinical practice and the ACA Code of Ethics.

## **Self-Assessment Checklist for Personnel Providing Services and Supports to Children and their Families**

This checklist is intended to heighten the awareness and sensitivity of personnel to the importance of cultural diversity and cultural competence in human service settings. It provides concrete examples of the kinds of values and practices that foster such an environment.

Directions: Select A, B, or C for each numbered item listed.

A = Things I do frequently

B = Things I do occasionally

C = Things I do rarely or never

### **Physical Environment, Materials, and Resources**

\_\_\_\_\_ 1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served by my program or agency.

\_\_\_\_\_ 2. I insure that magazines, brochures, and other printed materials in reception areas are of interest to and reflect the different cultures of children and families served by my program or agency.

\_\_\_\_\_ 3. When using videos, films or other media resources for health education, treatment or other interventions, I insure that they reflect the cultures of children and families served by my program or agency.

\_\_\_\_\_ 4. When using food during an assessment, I insure that meals provided include foods that are unique to the cultural and ethnic backgrounds of children and families served by my program or agency.

\_\_\_\_\_ 5. I insure that toys and other play accessories in reception areas and those, which are used during assessment, are representative of the various cultural and ethnic groups within the local community and the society in general.

### **Communication Styles**

\_\_\_\_\_ 6. For children who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them during assessment, treatment or other interventions.

\_\_\_\_\_ 7. I attempt to determine any familial colloquialisms used by children and families that may impact on assessment, treatment or other interventions.

\_\_\_\_\_ 8. I use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.

\_\_\_\_\_ 9. I use bilingual staff or trained/certified interpreters for assessment, treatment and other interventions with children who have limited English Proficiency.

\_\_\_\_\_ 10. I use bilingual staff or trained/certified interpreters during assessments, treatment sessions, meetings, and for or other events for families who would require this level of assistance.

11. When interacting with parents who have limited English proficiency I always keep in mind that:

\_\_\_\_\_ limitations in English proficiency are in no way a reflection of level of intellectual functioning.

\_\_\_\_\_ limited ability to speak the language of the dominant culture has no bearing on ability to communicate effectively in their language of origin.

\_\_\_\_\_ a person may or may not be literate in their language of origin or English.

\_\_\_\_\_ 12. When possible, I insure that all notices to parents are written in their language of origin.

\_\_\_\_\_ 13. I understand that it may be necessary to use alternatives to written communications for some families, as word of mouth may be a preferred method of receiving information.

#### Values and Attitudes

\_\_\_\_\_ 14. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.

\_\_\_\_\_ 15. In group therapy or treatment situations, I discourage children from using racial and ethnic slurs by helping them understand that certain words can hurt others.

\_\_\_\_\_ 16. I screen books, movies, and other media resources for negative cultural, ethnic, or racial stereotypes before sharing them with children and their parents served by my program or agency.

\_\_\_\_\_ 17. I intervene in an appropriate manner when I observe other staff or parents within my program or agency engaging in behaviors that show cultural insensitivity, bias or prejudice.

\_\_\_\_\_ 18. I understand and accept that family is defined differently by different cultures (e.g. extended family members, fictive kin, godparents).

\_\_\_\_\_ 19. I recognize and accept that individuals from culturally diverse backgrounds may desire varying degrees of acculturation into the dominant culture.

\_\_\_\_\_ 20. I accept and respect that male-female roles in families may vary significantly among different cultures (e.g. who makes major decisions for the family, play and social interactions expected of male and female children).

\_\_\_\_\_ 21. I understand that age and life cycle factors must be considered in interactions with individuals and families (e.g. high value placed on the decisions of elders or the role of the eldest male in families).

\_\_\_\_\_ 22. Even though my professional or moral viewpoints may differ, I accept the family/parents as the ultimate decision makers for services and supports for their children.

\_\_\_\_\_ 23. I recognize that the meaning or value of medical treatment and health education may vary greatly among cultures.

\_\_\_\_\_ 24. I recognize and understand that beliefs and concepts of emotional well-being vary significantly from culture to culture.

\_\_\_\_\_ 25. I understand that beliefs about mental illness and emotional disability are culturally-based. I accept that responses to these conditions and related treatment/interventions are heavily influenced by culture.



\_\_\_\_\_ 26. I accept that religion and other beliefs may influence how families respond to illnesses, disease, disability and death.

\_\_\_\_\_ 27. I recognize and accept that folk and religious beliefs may influence a family's reaction and approach to a child born with a disability or later diagnosed with a physical/emotional disability or special health care needs.

\_\_\_\_\_ 28. I understand that traditional approaches to disciplining children are influenced by culture.

\_\_\_\_\_ 29. I understand that families from different cultures will have different expectations of their children for acquiring toileting, dressing, feeding, and other self-help skills.

\_\_\_\_\_ 30. I accept and respect that customs and beliefs about food, its value, preparation, and use are different from culture to culture.

\_\_\_\_\_ 31. Before visiting or providing services in the home setting, I seek information on acceptable behaviors, courtesies, customs and expectations that are unique to families of specific cultures and ethnic groups served by my program or agency.

\_\_\_\_\_ 32. I seek information from family members or other key community informants that will assist in service adaptation to respond to the needs and preferences of culturally and ethnically diverse children and families served by my program or agency.

\_\_\_\_\_ 33. I advocate for the review of my program's or agency's mission statement, goals, policies, and procedures to insure that they incorporate principles and practices that promote cultural diversity and cultural competence.

There is no answer key with correct responses. However, if you frequently responded "C", you may not necessarily demonstrate values and engage in practices that promote a culturally diverse and culturally competent service delivery system for children with disabilities or special health care needs and their families.

Tawara D. Goode, - Georgetown University Center for Child and Human Development-University Center for Excellence in Developmental Disabilities Education, Research & Service

Adapted from - *Promoting Cultural Competence and Cultural Diversity in Early Intervention and Early Childhood Settings* - June 1989. Revised 1993, 1996, 1999, 2000 and 2002.

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**<https://www.nasponline.org/resources-and-publications/resources/diversity/cultural-competence/self-assessment-checklist>**

## Group Presentation Checklist

| Layout  | NOTES |
|---|-------|
| 15-20 Minutes in Length   |       |
| Powerpoint  |       |
| Handouts or Experiential Activity                               |       |
|   |       |
| <b>Include</b>  |       |
| Define Key Terms  |       |
| Address Mass Trauma Counseling<br>Ethical Guidelines            |       |
| DSM 5 Criteria Related to Topic                                 |       |
| Multicultural Considerations                                    |       |
| Major Sections/ Talking Points of the<br>Chapter                |       |
| What role did media have on this<br>trauma                      |       |
| Future recommendations for fellow<br>students and professionals |       |
| Online resources that were developed<br>in response to event    |       |
| Personal impact this topic had on you                           |       |

**My Team Members:**

**My Team Chapter:**

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