**TCE 578, Spring 2015**

**Crisis, Trauma and Grief Counseling**

**Department of Teacher and Counselor Education**

**Oregon State University**

Instructor: Catherine Beckett, LCSW, Ph.D. Office Hours: By appointment

Credits: 3 Phone: (503) 319-8998

Quarter: Spring 2015 Email:[drcatb@gmail.com](mailto:amy.ford@osucascades.edu)

Dates/Time: This course is taught in a hybrid format. Twenty hours of instruction are online weeks 1-10, and 14 hours of instruction will be delivered during two required Saturday classes. The dates of the Saturday classes are April 4 and May 29, 2014, from 9 a.m. – 4 p.m.

Adobe Connect sessions (weeks 1, 4 and 8) will be held in two sections: Sunday and Monday 8-9 pm (both times PST). Students will be assigned to one of the two sections.

Location for Saturday Classes: April 4 & May 29, Chemeketa Center for Business & Industry

# Course Description:

*The theory and pragmatics of crisis, trauma and grief counseling are addressed.*

Students will learn advocacy, theoretical models, crisis intervention and clinical strategies for assisting clients facing life changes, transitions across the lifespan, and loss/trauma events, particularly in the school setting. This course is designed to offer a broad conceptualization of crisis, trauma, and grief as a generic experience resulting from a variety of changes throughout the lifespan. This course educates students in broad theoretical constructs, systemic prevention, and intervention, and practical approaches addressing the areas of trauma, crisis and grief.

The purpose of the class is to teach counselors the foundational and current theories and best counseling practice in the areas of trauma, crisis, grief and loss. The powerful material of this course often elicits personal experiences and strong emotions. Should you find yourself in need of support, please consult your instructor, your advisor, or OSU’s counseling center for outside referral options.

This course supports OSU’s Graduate Learning Outcomes (GLOs) of (1) conducting research or producing some other form of creative work, (2) demonstrating mastery of subject material, and

(3) being able to conduct scholarly or professional activities in an ethical manner. All of the GLOs are met through performance on the course assignments at B level or higher.

# Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:

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| --- | --- |
| **#** |  |
| II.G.1.c. | Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event; |
| II.G.5.g. | Crisis intervention and suicide prevention models, including the use of psychological first aid strategies. |
| II.G.3.c. | Effects of crises, disasters, and other trauma-causing events on persons of all ages; |
| ADD.A.9. | Understands the impact of crises, disasters, and other trauma-causing events on persons with addictions. |
| ADD.D. 4. | Demonstrates the ability to use procedures for assessing and managing suicide risk. |
| CMHC.C.6. | Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. |
| CMHC.D. 6. | Demonstrates the ability to use procedures for assessing and managing suicide risk. |

# TSPC and School Counselor Related Standards:

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| --- | --- |
| **#** | **Text of Standard** |
| A.7 | Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crisis, disasters, and other trauma-causing events. |
| C.6 | Understands the potential impact of crisis, emergencies, and disasters on students, educators, and schools, and knows the skill needed for crisis intervention. |
| D.4 | Demonstrates the ability to use procedures for assessing and managing suicide risk. |
| J.1 | Applies relevant research findings to inform the practice of school counseling. |
| M.7 | Knows school and community collaboration models for crisis/disaster preparedness and response. |

# Learning Objectives:

*At the end of the course students will be able to:*

|  |  |
| --- | --- |
| **#** | **Text** |
| 578.1 | *Integrate* crisis intervention and suicide prevention models, including the use of psychological first aid strategies. |
| 578.2 | *Distinguish* the effects of crises, disasters, and other trauma-causing events on persons of all ages; |
| 578.3 | *Classify* the impact of crises, disasters, and other trauma-causing events on persons with addictions. |
| 578.4 | *Demonstrate* the ability to use procedures for assessing and managing suicide risk. |
| 578.5 | *Compare and contrast* the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. |
| 578.6 | *Demonstrate* the ability to use procedures for assessing and managing suicide risk in a clinical mental health setting. |
| 578.7 | *Demonstrate* the ability to use procedures for assessing and managing suicide risk a school setting. |

# OSU Graduate Learning Outcomes for MS in Counseling

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| --- | --- |
| **GLO #** | ***At the end of the course students:*** |
| 1. | Conduct research or produce some other form of creative work |
| 2. | Can demonstrate mastery of subject material |
| 3. | Be able to conduct scholarly or professional activities in an ethical manner. |

# Student Notices:

*See Appendix A.*

# Required Texts:

Sandoval, Jonathan (2013). *Crisis counseling, intervention, and prevention in the schools* (3rd ed.). New York: Routledge.

Burns, Donna M. (2010). *When kids are grieving: Addressing grief and loss in school.* Thousand Oaks, CA: Corwin.

Skovholt, T. and Trotter-Mathison, M. (2011). *The resilient practitioner*. New York: Routledge.

*\*Students are responsible for knowing the material presented in the required texts and readings.*

# Recommended Text:

Humphrey, Keren (2009). *Counseling strategies for loss and grief.* Alexandria, VA: American Counseling Association.

# Other Readings:

Please see Resources under each weekly learning module.

# Grading Scale (see Appendix F for course rubrics):

A 95-100% A- 92-94%

B+ 89-91% B 86-88%

B- 83-85% C+ 80-82%

C 77-79% C- 74-76%

D+ 71-73% D 68-70%

D- 65-67% F Below 65%

*n.b.*, the GPA Requirement: You must achieve a minimum grade point average (GPA) of 3.00 for all courses you take at OSU as a graduate student AND for courses you include in your graduate program. Grades on transfer courses will be included in calculating the program GPA, but will not affect the GPA of courses taken at OSU. Grades below C are not accepted on a graduate program. You must meet the minimum GPA requirements before scheduling your final oral or written exam.

# Schedule:

Each week has its own learning module. Please click on Blackboard under the Assignments link for directions. Complete each learning module sequentially; the instructor will read and assess work submitted sequentially as well.

# Weekly Schedule:

*Week 1: March 30 - Introduction*

* Adobe connect meetings Sun. evening 3/29 or Mon. evening 3/30
* Post Blackboard response to Adobe session, due Wed. by 8 pm
* Reading to complete during Week 1: Humprey Chpts. 1 & 9
* **In Class Meeting, Salem, Saturday April 4th, 9-4**

*Week 2: April 6 - History of Concepts, Contemporary Models*

* Blackboard posting due Wednesday by 8 pm; Blackboard response due Saturday 8 pm.
* Reading to complete during Week 2: Sandoval Chpt. 8, Burns Chpt. 2

*Week 3: April 13 - Developmental and Cultural Perspectives*

* Blackboard posting due Wednesday by 8 pm; Blackboard response due Saturday 8 pm.
* Reading to complete during Week 3: Sandoval Chpt. 3, Burns Chpts. 3 & 4

*Week 4: April 20 – Trauma Theory and Practice*

* Adobe connect meetings Sun. or Mon. evening
* Post Blackboard response to Adobe session, due Wed. by 8 pm
* Reading to complete during Week 4: Readings from folder (Louvre Chpt. 5, Trauma website pages, Trauma treatment article)

*Week 5: April 27 – Crisis Intervention and Psychological First Aid*

* Blackboard posting due Wednesday by 8 pm; Blackboard response due Saturday 8 pm.
* Reading to complete during Week 5: Sandoval Chpt. 1, readings from folder (PFA brouchure, Louvre Chpt. 6)
* **Movie Response paper due Sunday evening by 8 pm. Submit to instructor AND post on Blackboard. Read at least one other student’s paper prior to 5/29 class meeting.**

*Week 6: May 4 – School Crisis Response: Individuals*

* Blackboard posting due Wednesday by 8 pm; Blackboard response due Saturday 8 pm.
* Reading to complete during Week 6: Burns Chpts. 5 & 7, plus one selected Sandoval chapter (6-11, 13, 15-19)

*Week 7: May 11 – School Crisis Response: Organizational*

* Blackboard posting due Wednesday by 8 pm; Blackboard response due Saturday 8 pm.
* Reading to complete during Week 7: Sandoval Chpts. 2 & 13, Burns Chpt. 6

*Week 8: May 18 – Mental Heath Assessment*

* Adobe connect meetings Sun. or Mon. evening
* Post Blackboard response to Adobe session, due Wed. by 8 pm
* Reading to complete during Week 8: Sandoval Chpts. 12 & 14

*Week 9: May 25 – Vicarious Trauma and Counselor Self-Care*

* Reading to complete during Week 9: Skovhelt Chpts. 5, 8 & 11
* **In-class meeting in Salem; Saturday, May 29th, 9-5**
* **Personal Assessment paper due Sunday evening by 8 pm.**

*Week 10: June 2 – Wrap-up and Future Learning*

* Blackboard posting due Wednesday by 8 pm; Blackboard response due Saturday 8 pm.

# Electronic Submission of Work:

All of your assignments will be submitted electronically under the assignments link in Blackboard. Please do not email assignments to the instructor. In order to keep your work organized in my computer files, please title your assignments in the following format:

**yourlastname\_firstinitial\_assignmentname**

For example, if I were turning in the assignment for week 1, it would look like:

**beckett\_c\_week1**

**Appendix A: Student Statements**

# Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

[*http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm*](http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm)

# Link to Statement of Expectations for Student Conduct

[http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm%20)

**Academic Integrity** — Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit [Avoiding Academic Dishonesty](http://oregonstate.edu/admin/stucon/avoid.htm" \t "_blank), or contact the office of Student Conduct and Mediation at 541-737-3656.

**Conduct in this online classroom** — Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](http://oregonstate.edu/admin/stucon/regs.htm" \t "_blank). Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules [Division 015 Student Conduct Regulations](http://oregonstate.edu/admin/stucon/oars.htm#classdis).

# Link to Conceptual Framework, Knowledge Base, and National and State

The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the website: <http://oregonstate.edu/education/accreditation/>

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. NCATE Unit Standards: <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

The Oregon TSPC Standards embedded in this course include the following:

* Standard 1: Plan Instruction that supports student progress in learning and is appropriate for the developmental level.
* Standard 2: Establish a classroom climate conducive to learning.
* Standard 3: Engage students in planned learning activities.
* Standard 4: Evaluate, act upon, and report student progress in learning.
* Standard 5: Exhibits professional behaviors, ethics, and values.

# Appendix B: Relation of Course Learning Objectives to CACREP and TSPC Standards

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **L.O.** | II.G.1.c | II.G.5.gb | II.G.3.d | ADD.A.9 | ADD.D.4 | **CMHC.C.C** | CMHC.D. | SC.I.1 | SCI.2 | SC.I.3 | SC.I.5 | SC.J.1 | SC.J.2 | SC.J.3 |
| 578.1 |  | ■ |  | ■ | ■ | ■ | ■ | ■ | ■ |  |  | ■ |  |  |
| 578.2 | ■ | ■ |  |  | ■ | ■ | ■ | ■ | ■ |  | ■ |  | ■ | ■ |
| 578.3 | ■ | ■ |  |  | ■ | ■ |  |  |  |  | ■ |  | ■ | ■ |
| 578.4 | ■ | ■ |  |  | ■ | ■ | ■ |  |  |  | ■ | ■ |  | ■ |
| 578.5 | ■ | ■ |  | ■ | ■ | ■ |  |  |  |  |  |  |  | ■ |
| 578.6 |  | ■ |  |  |  |  | ■ | ■ |  |  |  |  |  |  |
| 578.7 | ■ | ■ |  |  |  |  | ■ | ■ | ■ |  |  |  |  |  |
| 1. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| 2 | ■ |  |  | ■ | ■ |  |  |  | ■ |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Appendix C: Learning Objectives/Weekly Module Matrix:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **L.O.** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week**  **5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| 578.1 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| 578.2 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| 578.3 | ■ |  |  | ■ | ■ | ■ |  |  |  |  |
| 578.4 | ■ | ■ |  | ■ | ■ | ■ |  |  |  |  |
| 578.5 | ■ | ■ | ■ |  |  |  |  |  |  |  |
| 578.6 | ■ |  |  | ■ | ■ | ■ |  |  |  |  |
| 578.7 | ■ |  |  | ■ | ■ | ■ |  |  |  | ■ |

# Appendix E: Methods of Instruction

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|  |  |  |
| --- | --- | --- |
| **METHOD** | **DEFINITION1** | **USED IN**  **THE COURSE?** |
| LECTURE | An academic discourse given by an instructor before a group. | Yes |
| DISCUSSION | Those sections associated with a lecture course that is used to facilitate consideration of a question or topic in open and informal debate. | Yes |
| RECITATION/ STUDENT PRESENTATION | Public exhibition of acquired skills and knowledge. | Yes |
| LABORATORY | That part of a course set aside for experimentation, observation, or practice in a field of study. | No |
| SEMINAR | A small group of students under the direction of an instructor for the purpose of presenting and exchanging ideas or research findings via lectures, reports, and discussions. | Yes |
| INTERNSHIP | An experiential course designed to provide on the job experience in an academic setting on or off campus, where students can earn academic credit. | No |
| PRACTICUM | A course designed for the preparation of teachers and clinicians that involves the practical application of previously studied theory under the supervision of a senior instructor. | No |
| WORLD WIDE WEB | A course or module where the medium tool is the World Wide Web. Students spend a time using Web in the areas of content, assessment, and interaction to the degree that the student must participate through the use of Web to complete course requirements. | Yes |

# Appendix F: Scoring Rubrics

# 2014 Spring Quarter: 100 points total:

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Item** | **Possible Points** | **Scoring Rubric** |
| 1 | Attend and participate in classroom days, and in Adobe group sections (via Adobe Connect during weeks 1, 4 and 8). | Required to pass |  |
| 2 | Complete all assigned readings and demonstrate at least basic understanding (Bloom’s definition) of key concepts during class discussion (Adobe and in-class meetings). | Required to pass |  |
| 3 | Complete one Blackboard post and one response (to another student’s post) each week during weeks 2, 3, 5, 6, 7, 9 and 10. Complete one Blackboard post (no response required) each week during weeks 1, 4 and 8. Posts and responses must be completed and posted on time and must demonstrate engagement and understanding of the week’s material. | 40 |  |
| 4 | Movie response paper | 30 |  |
| 5 | Self-assessment paper | 30 |  |
|  | *total* | 100 |  |

# Participation Rubric

|  |  |
| --- | --- |
| Points Possible | Description |
| Not passing | -Does not ask questions or make comments that indicate familiarity with topics for class  -Does not participate actively in small groups  -Misses 1 class or more  -Is often late or leaves early w/out due reason |
| Not passing | -Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class  -Does not actively participate in small groups  -Misses no more than ½ of a class w/out prior arrangement  -Is occasionally late or leaves early w/out due reason |
| Passing | -Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class  -Participates in small groups  -Misses ¼ of a class with prior arrangement  -Is never late or leaves early w/out due reason |
| Passing | -Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class  -Participates actively in small groups in class,  -Attends class regularly (no missed classes) |

# Paper Rubric

|  |  |
| --- | --- |
| Points Possible | Description |
| 0-7 | Paper is not completed or submitted on time.  Paper is completed on time, but contains multiple grammatical, spelling and/or formatting errors.  Paper does not demonstrate mastery of readings and course concepts and materials. |
| 8-13 | Paper is completed on time with no grammatical, spelling or formatting errors.  Paper demonstrates minimal mastery of readings and course concepts/materials |
| 14-20 | Paper is completed on time with no grammar or spelling errors;  APA style is used correctly  Paper includes some mastery of basic concepts with appropriate references. Student does not demonstrate sophisticated understanding of material or professional self-awareness. |
| 21-30 | Paper is completed on time with no spelling or grammar errors.  APA style is used correctly.  Paper demonstrates mastery of readings and course concepts and materials.  Student uses references to support assertions, and shows good professional self-awareness. |