

Counseling Techniques: Crisis & Trauma Counseling

Course Code: PCC 865 | **Semester:** Spring 2024

Date and Time: Wed. 6:30 pm-9:30 pm (CST)

Class Location: Teams (Link to be provided later) **Instructors:**

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Office Hours: By Appointment Only

SYLLABUS

COURSE DESCRIPTION

This course will study the practical resources and interpretations drawn from multiple theoretical approaches used to assess and provide treatment for clients in crisis and suffering from trauma. The time-sensitive nature of crisis intervention related to legal and ethical issues and interfacing appropriately with other service providers will be studied.

This course will also teach the essentials of traumatology, victimology, traumatic stress, and stress research. Significant attention will be given to adult survivors of various types of abuse and post-traumatic stress disorder (PTSD), including racial-based stress and racial and cultural trauma. This course's teaching methods are project-based learning, group work, and interactive lectures.

COURSE OUTCOMES

Know

Gain a foundational understanding of several theoretical approaches to crisis interventions and trauma counseling. Students will know how to identify victimization patterns and abuse behavior patterns. Students will be able to identify various types of abuse and trauma. Gain knowledge of crisis and trauma counseling in various social and cultural contexts. Identify when it is appropriate to report to authorities as required by ethics code(s) and law.

Doing:

Evaluate crises for specific risks, including suicide, homicide, abuse, and neglect. Know how to develop a safety plan with the client and others. Devise a solid intervention and follow-up plan for diverse persons and communities in crisis and traumatic situations.

Being:

Be compassionate, empathic, skillful, and knowledgeable in counseling crisis and trauma survivors. Be self-aware and be able to integrate and employ spiritual practices into one's self-care routine. Be a sensitive crisis and trauma counselor willing to adapt approaches/responses to the needs of diverse persons and communities.

REQUIRED COURSE MATERIALS

- [The books listed below are available on Amazon and the library reserve.](#) Also, **books with * are available in an e-book format through the Styberg Library Digital Collection** [Check the library catalog for [access](#)].
- Unless otherwise noted, prices reflect Amazon paperback as of December 13, 2023 – some are cheaper in the Kindle version.

1. * Briere, John & Scott, Catherine (2014). Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment (DSM V Update). Sage Publications: CA. ISBN: 9781483351247 \$20.95
2. Bryant, Thema. (Host). (2019-present). The Homecoming Podcast with Dr. Thema (Audio podcast). Episodes: 1, 5, 9, 14, 16, 25, 48, 60, 74 <https://soundcloud.com/dr-thema-bryantdavis/tracks>
- *3. Duffey, Thelma & Haberstroh, Shane (2020). Introduction to Crisis and Trauma Counseling. ACA: VA. ISBN: 978-1556203772 \$51.57
4. * Haines, Staci K. (2019). The Politics of Trauma: Somatics, Healing, and Social Justice. North Atlantic Books: CA. ISBN: 978-1623173876 \$13.86

ADDITIONAL TEXT FOR Ph.D. STUDENTS

It is the responsibility of each Ph.D. student to set up a schedule for completing the additional reading.

1. *Alexander, Jeffrey (2004). *Cultural Trauma and Collective Identity*: University of California Press: CA. ISBN: 978-0520235953 \$28.99
2. Caruth, Cathy (2016). *Unclaimed Experience: Trauma, Narrative, and History*. John Hopkins Press: NY. ISBN: 978-1421421650 \$28.63
3. *Herman, Judith (2015). *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Power*. Basic Books: NY. ISBN: 978-1623173876 \$14.49

TECHNOLOGY NOTES

Since the class will meet **virtually**, students must be sure they have sufficient technological ability to access and participate in this course. The instructor must not consider technological difficulties when assessing the student's work.

Minimum Technological Requirements:

- ✦ Internet Connection - Students must have regular, reliable access to a high-speed internet connection sufficient to run streaming video efficiently. Usually, cable or DSL would work. There needs to be more than modem dial-up. Courses will have regular deadlines that must be accomplished with online activity.
- ✦ Web Browser - Students must have the latest web browser version (Chrome, Firefox, Internet Explorer, Safari, etc.)
- ✦ Operating System – Students must have access to a reasonably up-to-date computer and operating system (Windows, Mac OS, etc.). Computers must play sound. The Styberg Library has a limited number of laptop computers available for check-out.
- ✦ Moodle Learning Management System – Students should have access to the Moodle LMS and know how to post in discussion forums and submit writing assignments on Moodle. (<http://courses.garrett.edu>)
- ✦ File Format – Students must be able to work with files regularly in the Microsoft Office environment, especially .doc/.docx. Many students with Apple computers can manage such files with the iWork suite of applications.

CLASS POLICIES

Class Recording

Permission to record this course is not granted. Exceptions to this course policy include approved accommodations from Student Access personnel for students who met the criteria listed under the ADA/Section 504. While the course is audio-recorded to ensure students receive

equal access in the classroom, these audio recordings are for personal use only; they will not be shared and destroyed at the course's conclusion.

Academic Accommodations

Students with documented accommodation needs (physical, emotional, learning, etc.) should contact the Dean's Office at the beginning of the course. Please speak with the instructor after you discuss your accommodation needs with the Dean's Office (Dr. Karen Mosby).

Withdrawal

Students are expected to complete all courses they are registered for at the close of the two-week add/drop period. The Seminary policy on withdrawal allows students only a limited number of opportunities to withdraw from courses. You need to understand the financial and academic implications of course withdrawals. If you are concerned about your ability to succeed in this course, speak with the professor(s) as soon as possible.

Attendance and Class Participation

Regular on-time attendance in the virtual classroom is expected. Please inform the professor(s) beforehand if you need to miss a class because of illness or a family emergency. The Seminary-wide policy states that three absences will result in failure of the course. If you are absent, you will still be responsible for the assignment and any information covered in class after two absences for any reason, or if you are late for two classes and absent once, **your final grade will be lowered one grade. Three or more tardies, your final grade will be reduced by one letter grade.** *To be counted in attendance, you will need to enable video. Students with disabled videos will be considered absent. Your video must be enabled the entire class time to receive participation points, except for bathroom breaks.*

Email Communication and Office Hours

Students can expect to receive an email response in 24-48 hours at most, except over the weekends or holidays. Please email in advance to schedule a meeting time.

Assignments & Submissions: All assignments should be completed by the deadline and as assigned for a student to pass the course. If you have a concern about completing a specific assignment or meeting a submission deadline for whatever reasons, please get in touch with the professor as soon as possible to discuss the alternatives. **One point is deducted for every day an assignment is late. If an assignment is three or more days late, your final assignment grade will be lowered by one letter grade. Moodle's forum posts and responses deadline is Tuesday, 1 pm (CST).**

Format for Written Assignments

All written assignments must be written using Microsoft Word and submitted to Moodle. All written assignments should:

- Have the title of the assignment, your name, and the submission date.

- Use Turabian citation style [refer to Kate Turabian’s *Manual for Writers of Research Papers, Theses, and Dissertations, 9th edition*].
- Be typed and double-spaced.
- Use 12-point Times New Roman font and 1-inch margins.
- Use in-text citations instead of footnotes or endnotes.
- Have a separate bibliography.
- Proofread for spelling and grammar errors.
- Should be named and saved with last name-assignment name [e.g., Johnson-Pastoral Care Interview #1].

Virtual Etiquette

The class will meet virtually on the Teams video conferencing platform. To connect to the Teams, click the link on the email invitation, which should be kept from others. As a Garrett student, you should have a free account with the Teams. Download the Teams app on your computer or any other device you primarily use for classes. If you have questions about downloading the app or accessing your Teams account, contact Computer Services immediately at technology.support@garrett.edu. Please engage using the following guidelines:

- Be on time for class.
- When attending the virtual classroom, work in a quiet room, if possible, with minimal background noise and distractions.
- Use the integrated camera or connect a webcam to your computer.
- Use the microphone on your computer or an excellent noise-canceling microphone, if possible.
- Enable video when joining each class; however, it is allowed to turn off the video during class if you need a bathroom break.
- Keep your audio on mute until you want to speak.
- When you need to ask a question or make a comment, use the “Raise Hand” option, which can be found at the top of the Moodle screen. Be sure to unmute yourself to talk.
- Students can access the laptop or iPad, but cell phones should be silenced during class.

Language

In all writing and class discussions, use inclusive language and think critically about language use, particularly about gender, sexual identities, race, ethnicity, social class, age, differing abilities, and theological differences. We are committed to promoting a diverse and just environment where language and practices encourage inclusion.

Gender Pronouns

People of all gender expressions and identities are affirmed in this course. Please let the professor know if you prefer to be called a name different from what is indicated on the class roster. Feel free to correct your teachers and classmates about your preferred gender pronoun.

Academic Integrity

Garrett has a clear policy concerning plagiarism (See the plagiarism policy in the latest G-ETS Academic Handbook). Students are responsible for knowing and observing this policy. All written work will undergo an online plagiarism check. Plagiarism will result in a grade of zero on the assignment and reported to the Academic Dean.

Proviso

The professor(s) reserve the right to alter this syllabus at any time should the demands of sound pedagogy warrant it. Changes to the syllabus will be announced in class.

ASSIGNMENTS

A. READING.

All required readings should be completed before each class meeting for which they are assigned. Our time in class will build on the readings, and you are asked to bring your insights and questions to class sessions. Additional readings will often be cited, and you are encouraged to read beyond the weekly assignments.

B. ONLINE DISCUSSION FORUM

As part of the weekly learning, each student must engage in an online discussion forum on Moodle with their assigned group members. Each week, students will be expected to answer one of the following four questions (initial post) based on the weekly readings and respond to other students' posts (at least one response) **by Tuesday, 1 pm (CST)**. Your combined writings (initial and response posts) should be no less than 400 words long. This assignment will be graded as complete/incomplete. Questions for reflection: (Please choose one and respond to it in your initial post)

- 1) What have you gained from this week's reading? (specific idea, concept, or method gathered from readings)
- 2) What have you found troubling or disagreeable in this week's readings? (Refer to a particular notion or practice that you find challenging and address why it is so)
- 3) How do this week's readings affirm or challenge your personal or professional beliefs? (Pull from an idea or

notion to make a connection with your personal or professional beliefs)

- 4) How might you apply ideas, skills, or concepts from your readings to your current or future Professional Counseling practice/work?

C. CLASS PARTICIPATION. Engage in class discussions and group activities with a willingness to learn and grow as a trauma-informed counselor. To be successful in this course, you should complete all assigned readings, **lead at least one opening or closing centering moment, and participate in all** group sessions and class activities.

Participation will be assessed by:

- Consistent contribution to class discussions
- Use of examples and quotations from the assigned material
- Demonstration of **active listening in class** (listen attentively to the speaker, respond and reflect on what is being said, communicate understanding)
- Recognition and respect for the opinions and values expressed by others
- Collaboration and teamwork in group activities

D. INTERVIEW & REFLECTION: GROUP WORK Due: **March 22 & May 3 (11:59p, CST)**

1. Students will develop a set of interview questions to gain insight into the life of a first responder or other primary caregivers who work primarily with crisis and trauma situations in a community selected by the group. This can be a community in which one or more of the group members are currently residing or a community in which the group is interested.
2. Set up a time and a place for the interview with your interviewee and then conduct the interview, including, wherever possible, a site visit. This interview should be conducted virtually to allow for whole-group participation. The site visit and interview should be conducted in an area of interest to you. The interview should be somewhere between 1 – 2 hours long. It must address the following related issues: types of services provided, types of stress experienced in the profession, peak seasonal stress periods, certification/licensure requirements for staff, work hours, and services provided to staff to combat fatigue, and the interviewee's take on the work they are doing: challenges and growth opportunities.
3. Write a 3-5-page double-spaced reflection on the interview experience. Please briefly overview the interviewee, especially their reflection on their crisis and trauma work. Then, respond to the following prompts: How has the work of crisis and trauma counseling and the person providing the service impacted your self-understanding, both as a person and clinician-in-training? What is the nature, function, and relevance of this particular type of counseling, especially during these unpredictable times?

How might BIPOC communities benefit from this personal and communal intervention?

E. STUDENT-LED GROUP RESEARCH PRESENTATION

Students will develop a presentation that identifies and addresses emerging salient or critical ISSUES, THEMES, or NEEDS (around crisis and trauma) in their community/group, profession, or experience. The group is encouraged to consult with the teaching team once they have identified the topic for feedback. The students will have class time to connect with their group and continue to sharpen the topic the group would like to explore. The group will identify:

1. An issue that emerged out of their unique context (race/ethnicity, experience, or profession)
2. An issue related to crisis and trauma work
3. A research question. What exactly are you trying to answer or respond to?
4. A type or method of your presentation

F. TAKE HOME EXAM| INDIVIDUAL: Crisis & Trauma Case Conceptualization (1 case vignette)

Students are asked to provide a multi-layered description of the crisis and trauma situation and resolution using the following categories.

1. Crisis & Trauma Origins
2. Crisis & Trauma Profile/Manifestations
3. Crisis & Trauma Assessment, BASIC Functioning
4. Crisis & Trauma Resolution Tasks
 - Short-Term Goals
 - Long-Term Goals
5. Therapeutic Interventions

Additional requirements for Ph.D. Students ONLY:

G. Prepare and record an hour-long webinar on “Racial Trauma: Analysis & Intervention.” At a minimum, the webinar should cover the following issues and must make use of course texts:

1. Describe various conceptualizations of racial trauma and its impact on BIPOC Communities.
2. Describe the lived experiences of racial-based stress (e.g., microaggression) and racial trauma.
3. Develop personal and communal strategies to deal with and mitigate the effects of trauma on personal and public health.

CRITERIA FOR GRADING

Grades and feedback for each assignment will be posted on Moodle.

Assignment	Points	Due Dates
Class participation: 1 pts./wk. x 13 wks.- 13 pts. , Consistent contribution to class discussion (.25), Active listening in class (.25), Recognition and respect for the opinions and values expressed by others (.25), Collaboration and teamwork in group activities (.25)	13 %	Each class
Reflection- Weekly Forum Post [1 pt./wk. x 11 wks. = 11 pts./Self Intro = 1pt.]	12%	Tuesday, 1 pm (CST) Marked as complete/incomplete
Interview & Reflection	25%	Due Dates: 3/22/24 , 11:59p (CST) (Groups 4-7) & 5/3/24 , 11:59p (CST) (Groups 1-3)
Student-Led Project	25%	See Presentation Schedule
Take Home Final Exam Individual	25%	May 10, 5pm (CST) (Graduating students), May 17, 11:59p (CST)- (nongraduating students)
Webinar on Racial Trauma (PHD Students)		
Total Points	100	

A	94-100	B-	80-82	D+	67-69
A-	93-90	C+	77-79	D	60-66
B+	87-89	C	73-76	Pass	60 and above
B	83-86	C-	70-72	Fail	59 and below

For reference purposes, the following standards will apply to the contents of assigned papers and the class presentation.

“**A**” signifies an in-depth grasp of the material presented in class and readings and a demonstrated ability to explore the implications of that material for pastoral care beyond what is immediately evident.

This grade generally indicates sufficient interest to go beyond the required readings of the class.

The paper addresses all of the questions or issues assigned. Information is focused in an organized and thoughtful manner.

Writing reflects thorough proofreading that evidences thoughtful and reasoned development of ideas and reflections constructed with correct grammar and spelling—no spelling, grammatical, or punctuation errors.

“**B**” signifies an adequate comprehension of class material and the ability to apply the concepts to pastoral settings.

The paper addresses many of the questions or issues assigned. Information supports the thesis of the paper.

Writing reflects proper grammar and spelling and is constructed with a reasonable, easy-to-follow development of ideas and evidence of proofreading. Few (1-3) spelling, grammatical, or punctuation errors.

“**C**” indicates minimal integration of the themes of the course but sufficient to pass.

The paper addresses only 2 or 3 of the questions or issues assigned. The project has a focus, but we might sometimes need to catch up on it. Information appears to have a pattern, but the pattern needs to be consistently carried out in the paper. Information loosely supports the thesis of the paper.

Writing reflects a minimal ability to organize material and needs to demonstrate more attention to grammar and spelling.

The project has a focus but might sometimes stray from it: minimal (3 or 5) spelling, grammatical, or punctuation errors.

Other grades will indicate poorly organized or inadequate material integration or failure to complete sections of the class requirements.

CLASS SCHEDULE & OUTLINE

Week 1 February 7: Introduction and Course Overview

- Orientations to course outline, expectations, and assignments
- Introduction to one another and group norms
- Self-Assessment

Reading:

- Duffey & Haberstroh, Preface & Ch. 15
- Haines, Introduction and Ch. 1

Assignment:

- Introduce yourself on a discussion board, “Self-Introduction” on Moodle. Instructions are on the board. Due Friday, 2/2/24 by 11:59p
- Complete Self-Assessment. Due Tuesday, 2/6/24 by 5p

[No Class on February 14 – Ash Wednesday]

- **Week 2 February 21:** Introduction to Crisis and Trauma Counseling

Introduction to Key Crisis and Trauma Counseling Terms and Philosophies

Introduction to Major Types of Trauma

- Introduction to the Sites of Shaping, Sites of Change Model

Reading:

- Briere & Scott, Introduction and Ch. 1
- Duffey & Haberstroh, Ch.1
- Haines, Ch. 2
- Bryant, Thema. (Host). Episode: 1, <https://soundcloud.com/dr-thema-bryant-davis/tracks>

Assignment:

- Weekly Forum Post

Week 3 February 28: Crisis and Trauma Counseling: Assessment and Relationship

- Assessing Trauma And Posttraumatic Outcomes
- The Counseling Relationship: The RCT Approach
- Individual and Systemic Trauma: A Somatic Understanding

Reading:

- Briere & Scott, Ch. 3
- Duffey & Haberstroh, Ch. 2
- Haines, Ch. 3
- Bryant, Thema. (Host). Episode: 16, <https://soundcloud.com/dr-thema-bryant-davis/tracks>

Assignment:

- Weekly Forum Post

Week 4 March 6: Crisis and Trauma Counseling in Social and Cultural Context

- The Effects of Trauma

- Ecological-Social Conceptualizations
- Trauma and Oppression

Reading:

- Briere & Scott, Ch. 2
- Duffey & Haberstroh, Ch. 3
- Haines, Ch. 4
- Bryant, Thema. (Host). Episode: 5, <https://soundcloud.com/dr-thema-bryant-davis/tracks>

Assignment:

Weekly Forum Post

Interview & Reflection Paper **Due date: March 8 @ 11:59p (CST)**

Week 5 March 13: The Relational, Psychological, and Neurological Effects of Trauma: Interventions

- Increasing Identity and Relational Functioning
- Neurobiological, Psychological, and Relational Effects of Crisis and Trauma
- Safety, Belonging, and Dignity

Reading:

- Briere & Scott, Ch. 9
- Duffey & Haberstroh, Ch. 4
- Haines, Ch. 5
- Bryant, Thema. (Host). Episodes: 14, <https://soundcloud.com/dr-thema-bryant-davis/tracks>

- **Assignment:**

- Weekly Forum Post

Week 6 March 20: Crisis and Trauma Counseling: Clinical Interventions

- Psycho-Education
- Distress Reduction and Affect Regulation Training
- Fundamental Theories and Skills for Crisis Counseling
- The Arc of Transformation Overview

Reading:

- Briere & Scott, Ch. 5&6
- Duffey & Haberstroh, Ch. 5
- Haines, Ch. 6
- Bryant, Thema. (Host). Episode: 25, <https://soundcloud.com/dr-thema-bryant-davis/tracks>

- **Assignment:**

- Weekly Forum Post

[No Class on March 25-March 29 – Spring Break]

Week 7 April 3: Crisis and Trauma Counseling: Clinical Interventions

Cont.

- Central Issues in Trauma Treatment
- Cognitive Interventions
- Emotional Processing
- Fundamental Theories and Skills for Trauma Counseling
- Arc Circle One-Vision and Longing

Reading:

- Briere & Scott, Ch. 4, 7 & 8
- Duffey & Haberstroh, Ch. 6
- Haines, Ch. 7

Assignment:

- Weekly Forum Post
- **Group 1 Presentation**

Week 8 April 10: Crisis and Trauma Counseling: Suicide Prevention & Intervention

- Suicide Prevention and Intervention
- Arc Circle Two-Embodied Resilience

Reading:

- Duffey & Haberstroh, Ch. 7
- Haines, Ch. 8
- Bryant, Thema. (Host). Episode: 48, <https://soundcloud.com/dr-thema-bryant-davis/tracks>

Assignment:

- Weekly Forum Post
- **Group 2 Presentation**

Week 9 April 17: Crisis and Trauma Counseling: Violence, Abuse, Neglect

- Violence, Abuse, and Neglect Across the Lifespan
- Mindfulness in Trauma Treatment
- Arc Circle Two-Embodied Resilience

Reading:

- Briere & Scott, Ch. 10
- Duffey & Haberstroh, Ch. 8
- Haines, Ch. 9
- Bryant, Thema. (Host). Episode: 9, <https://soundcloud.com/dr-thema-bryant-davis/tracks>

Assignment:

Weekly Forum Post

- **Group 3 Presentation**

Week 10 April 24: Crisis and Trauma Counseling: Life Changes, Couples & Families

- Developmental, Transitional, and Situational Crises
- Connection and Disconnection in Families
- Arc Circle Three-Somatic Opening and Disorganization

Reading:

- Duffey & Haberstroh, Ch. 9&10
- Haines, Ch. 10
- Bryant, Thema. (Host). (2019-present). Episode: 60, <https://soundcloud.com/dr-themabryant-davis/tracks>

Assignment:

- Weekly Forum Post
- **Group 4 Presentation**

Week 11 May 1: Crisis and Trauma Counseling: Community Violence & Trauma, Military Members & Families

- The Relational Foundations
- Factors, Approaches, and Interventions
- Working with Communities in Crisis, Trauma, and Loss
- The Effects of Traumatic Injuries
- Arc Circle Four- Healing Shame, Interdependence, and Generative Conflict
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Reading:

- Duffey & Haberstroh, Ch. 11&12

- Haines, Ch. 11
- Bryant, Thema. (Host). (2019-present). Episodes: 74, <https://soundcloud.com/dr-themabryant-davis/tracks>

Assignment:

Weekly Forum Post

Group 5 Presentation

Week 12 May 8: Crisis and Trauma Counseling: Schools, Higher Education

- The Relational Foundations
- Prevention and Intervention Strategies
- Responsive Counseling Services
- Arc Circle Five- Embodying change
- Personal and Systemic Transformation

Reading:

- Duffey & Haberstroh, Ch.13&14
- Haines, Ch. 12-13

Assignment:

- Weekly Forum Post
- **Group 6 Presentation**

Week 13 May 14: Integrative Conversation and Course Evaluation

- What do you take out of various
- How do you apply various crisis and trauma counseling theories, models, and resources to your ministry/work context?
- What is your current understanding of Crisis and Trauma Counseling?

Assignment:

- Be Prepared to share your responses to the questions listed above.
- **Group 7 Presentation**
- Final Exam / Webinar (Graduates: **Due 5/6/24 at 11:59 pm (CST)**, Non-Graduates: **Due 5/17/24 at 11:59 pm (CST)**)

APPENDIX. FURTHER INSTRUCTIONS FOR ASSIGNMENTS

**Interview Reflection Paper- Rubric
PCC865-Counseling Techniques: Crisis & Trauma Counseling**

Criteria	Unsatisfactory	Satisfactory	Accomplished	Exemplary	Total
Interview Questions	1 point	2 points	3-4 points	5 points	/5
	Developed and answered at least 4 interview questions	Developed and answered 5-6 interview questions	Developed and answered 6-7 interview questions	Developed and answered all 8 interview questions	
Work Performed	1 point	2 points	3-4 points	5 points	/5
	Provides little or no understanding of the crisis and trauma work performed by interviewee	Provides a vague or imprecise understanding of the crisis and trauma work performed by interviewee	Provides a basic understanding of the crisis and trauma work performed by interviewee	Provides in depth and sophisticated understanding of the crisis and trauma work performed by interviewee. Uses relevant, specific, and convincing examples to demonstrate knowledge	
Self - Understanding	1 point	2 points	3-4 points	5 points	/5
	Uses no examples to demonstrate how the work of crisis and trauma counseling work and the person interviewed impacts your own self-understanding, both as a person	Uses incomplete or vaguely developed examples to demonstrate how the work of crisis and trauma counseling work and the person interviewed	Uses some examples to demonstrate how the work of crisis and trauma counseling work and the person interviewed impacts your own self-understanding, both as a	Uses relevant, specific, and convincing examples to demonstrate how the work of crisis and trauma counseling work and the person interviewed impacts your	

	and clinician-in-training	impacts your own self-understanding, both as a person and clinician-in-training. Communicates the self-understanding of two people in the group	person and clinician-in-training. Communicates the self-understanding of mostly everyone in the group	own self-understanding, both as a person and clinician-in-training. Communicates the self-understanding of everyone in the group	
Counseling Function	1 point	2 points	3-4 points	5 points	/5
	Does not demonstrate the nature, function, and relevance of crisis and trauma counseling during this time	Little to no demonstration of the nature, function, and relevance of crisis and trauma counseling during this time	Partially demonstrates the nature, function, and relevance of crisis and trauma counseling during this time	Fully demonstrates the nature, function, and relevance of crisis and trauma counseling during this time	
BIPOC BENEFIT	1 point	2 points	3-4 points	5 points	/5
	Reflection is absent to support how BIPOC communities benefit from intervention	Reflection is vague or lacks relevant evidence to support how BIPOC communities benefit from intervention	Reflection provides relevant and concise evidence to support how BIPOC communities benefit from intervention	Reflection provides substantial evidence to support how BIPOC	
Timeliness* (Group grade) (* unexcused late)	Deduct 1 point	Deduct 2 points	Deduct 3 points	Final Grade lowered by one letter	
	Interview reflection paper is completed within 1 day (24 hours) after the deadline	Interview reflection paper is completed 1-2 days (25-48 hours) after the deadline	Interview reflection paper is completed 2-3 days (49-72 hours) or more after the deadline	Interview reflection paper is completed 3 days (73- hours or more) after the deadline	
TOTAL POINTS (sum of 5 Criteria)					/25

**Student Led Group Research PowerPoint Presentation- Rubric
PCC865-Counseling Techniques: Crisis & Trauma Counseling**

**Student Led Group Research Presentation- Rubric
PCC865-Counseling Techniques: Crisis & Trauma Counseling**

Criteria	Unsatisfactory	Satisfactory	Accomplished	Exemplary	Total
Presentation (Content)	1 point	2 points	3-4 points	5 points	/5
	<p>The presentation content shows a lack of understanding of the salient or critical ISSUES, THEMES OR NEEDS (around crisis and trauma) in your community/social group, and profession. <i>Research question is not identified.</i> No drawing on relevant literature.. No bibliography. No insight gained by listeners. The presentation is confusing, contains frequent inaccuracies, and is randomly organized.</p>	<p>Presentation content shows a general understanding of the salient or critical ISSUES, THEMES OR NEEDS (around crisis and trauma) in your community/social group, and profession. <i>Research question is not clearly stated.</i> Some drawing on relevant literature. Bibliography included. (the presentation references assigned texts 1-2 times. 1 other resource cited). Some insight gained by listeners. Content contains some inaccuracies, inconsistencies, and is somewhat unclear</p>	<p>Presentation content shows an adequate understanding of the salient or critical ISSUES, THEMES OR NEEDS (around crisis and trauma) in your community/social group, and profession. <i>Research question is somewhat clear.</i> Bibliography Included. (the presentation references assigned text 2-3 times. 2 other resources cited). Adequate insight gained by listeners. Content contains no inaccuracies or inconsistencies, and is clear.</p>	<p>Presentation content shows an in-depth understanding of the salient or critical ISSUES, THEMES OR NEEDS (around crisis and trauma) in your community/social group, and profession. <i>Research question is clearly stated and communicated.</i> Bibliography included. (the presentation references assigned text 3 or more times. 3 other resources cited More than adequate insight gained by listeners. Content contains no inaccuracies, inconsistencies, and is clear.</p>	
Power Point Presentation (Design)	1 point	2 points	3-4 points	5 points	/5
<p>Use a/Communication Aids (e.g.. Slides, Handouts, Diagrams, drawings,</p>					

<i>activity, vignettes etc.)</i>					
	No visual aid (s) or interactive activity. No engagement with the class, and the presentation appeared disjointed rather than unified.	Visual aid (s) or interactive activity. Minimal engagement with the class and the presentation appeared somewhat unified.	Visual aid (s) or interactive activity was used. Some engagement with the class (at least 1/3 of the presentation time), and the presentation appeared sufficiently unified.	Visual aid (s) and an interactive activity was used. Engagement with the class (at least 1/3 of the presentation time), and the presentation appeared completely unified. The group was creative with their presentation.	
Presentation (Verbal Delivery)	Ineffective in delivering the verbal presentation. Substantially over/under the time limit to present (40 min). Not all group members presented. Lack of preparation was evident. No collaborative effort. One main presenter, no engagement with other group members.	Somewhat effective in delivering the oral presentation demonstrating average communication skills. Slightly over/under the time limit. Some members presented more than others. Some engagement with other group members. More preparation was needed.	Effective in delivering the oral presentation, demonstrating good communication skills, and generally close to the time limit for the group to present (40 minutes total). All group members presented and preparation was evident for the most part.	Highly effective in delivering a well-polished oral presentation within the time limit for the group to present (40 minutes total). All group members presented equally. Preparation was strongly evident.	/5
Self - Understanding	1 point	2 points	3-4 points	5 points	/5
	Uses no examples to demonstrate how this Student Led Research Project impacts your own self-understanding, both as a person and clinician-in-training. No evidence of thoughtful reflection.	Uses incomplete or vaguely developed examples to demonstrate how this Student Led Research Project impacts your own self-understanding, both as a person and clinician-in-training. Communicates the self-understanding of two people in the group. Some	Uses some examples to demonstrate how this Student Led Research Project impacts your own self-understanding, both as a person and clinician-in-training. Communicates the self-understanding of mostly everyone in the group. Sufficient evidence	Uses relevant, specific, and convincing examples to demonstrate how this Student Led Research Project impacts your own self-understanding, both as a person and clinician-in-training. Communicates the self-understanding of everyone in the	

		evidence of thoughtful reflection.	of thoughtful reflection.	group. More than sufficient evidence of thoughtful reflection.	
Counseling Function	1 point	2 points	3-4 points	5 points	/5
	The main concepts and theories discovered in the research are unclear. No explanation of the main concepts and theories discovered in the research. No real-life examples are provided. The research question is not addressed. No clinical implications identified. Offers no suggestions for caregivers/counselors and care seekers/couselees . The presentation doesn't address effective care for group members who have been negatively impacted.	The group has fairly explained the main concepts and theories discovered in their research. They have provided a real-life example to illustrate the issues surrounding crisis and trauma-specific to their group's community/social group, profession, or experience. The research question is fairly addressed. The presentation identifies clinical implications and , but offers no suggestions for caregivers/counselors and care seekers/couselees . The presentation fairly addresses effective care for group members who have been negatively impacted.	The group has sufficiently explained the main concepts and theories discovered in their research. They have also provided a couple real-life examples to illustrate the issues surrounding crisis and trauma-specific to their group's community/social group, profession, or experience. The research question is sufficiently addressed. The presentation identifies a couple clinical implications and offers a couple suggestions for caregivers/counselors and care seekers/couselees . The presentation also sufficiently addresses effective care for those who have been negatively impacted.	The group has comprehensively explained the main concepts and theories discovered in their research. They have also provided a few real-life examples to illustrate the issues surrounding crisis and trauma-specific to their group's community/social group, profession, or experience. The research question is thoroughly addressed. The presentation identifies more than a few clinical implications and offers a few suggestions for caregivers/counselors and care seekers/couselees. The presentation also comprehensively addresses effective care for those who have been negatively impacted.	
Timeliness* (Group grade) (* unexcused late)	Deduct 1 point	Deduct 2 points	Deduct 3 points	Final Grade lowered by one letter	
	Interview reflection paper is completed within 1	Interview reflection paper is completed 1-2	Interview reflection paper is completed 2-3	Interview reflection paper is completed 3 days	

	day (24 hours) after the deadline	days (25-48 hours) after the deadline	days (49-72 hours) or more after the deadline	(73- hours or more) after the deadline	
TOTAL POINTS (sum of 5 Criteria)					/25