APCE 661:
Psychological Trauma and Intervention
For Individuals, Families and Communities
The University of Northern Colorado
Course Syllabus
3.0 Semester Credits
Spring 2015
Denver – Lowry Campus

Faculty:
Laura K. Jones, PhD, MS, NCC
Office: 294 McKee Hall
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Office hours: Wednesdays - 1:00pm to 4:00pm
I will also be available just prior to and after class as well as by email and office phone for brief questions or concerns.

“Outside, the sun shines. Inside, there's only darkness. The blackness is hard to describe, as it's more than symptoms…. And what one sees is only a fraction of the trauma inflicted.”
~ Justin Ordoñez, Sykosa

“...what we cannot hold, we cannot process. What we cannot process, we cannot transform. What we cannot transform haunts us.”
~ Joseph Bobrow

“And the day came when the risk to remain tight in a bud was more painful than the risk it took to blossom.”
~ Anais Nin

Class Days: April 17th – 19th; May 1st – 3rd
Class Times: Fri 4–10pm; Sat 8am–5pm, & Sun 8am–4pm
Prerequisite: APCE 558; APCE 607; APCE 657

Instructor Qualifications: Dr. Laura K. Jones earned a Ph.D. in Counseling and Counselor Education from The University of North Carolina at Greensboro and a M.S. in Psychology – Cognitive Neuroscience from the University of Oregon. Her research, clinical and pedagogical interests lie in the confluence of neuroscience and counseling, with specific interest in the neuroscience of trauma and recovery.

Course Description: This course features an overview of the impact of crises, disasters, and other trauma-causing events on individuals, families, and communities. Course participants will be introduced to strategies and interventions for working with these populations.

Course Content: This course is designed to meet the CACREP 2009 Standards and focuses on understanding the impact of crises, disasters, and other trauma-causing events on individuals, families, and communities. Course content includes an overview of the impact of crises, disasters, and trauma-causing events on people, the impact of working with traumatized clients on practitioners, and interventions and strategies for working with individuals, families, and groups of people who have experienced crises, disasters, and other trauma-causing events.
Knowledge and Skill Outcomes: Upon successful completion of this course students will:

1. Know self-care strategies appropriate to the counselor role (CACREP II.G.1.d).
2. Understand 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 (CACREP II.G.1.c).
3. Understand effects of crises, disasters, and other trauma-causing events on persons of all ages (CACREP II.G.3.c).
4. Understand crisis intervention and suicide prevention models, including the use of psychological first aid strategies (CACREP II.G.5.g).
5. Understand the impact of crises, disasters, and other trauma-causing events on people (CACREP CMHC.A.9).
6. Understands the operation of an emergency management system within clinical mental health agencies and in the community (CACREP CMHC.A.10).
7. Understand the principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CACREP CMHC.C.6).
8. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMHC.K.5).
9. Differentiate between diagnoses and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CACREP CMHC.L.3).
10. Understand the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households (CACREP MCFC.A.7).
11. Understand the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning (CACREP MCFC.G.3).
12. Understand the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events (CACREP SC.A.7).
13. Understand the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention (CACREP SC.C.6).

Methods: Methods of instruction include, but are not limited to the following: (a) readings; (b) lectures; (c) large and small group class discussions; (d) role-plays; (e) guest speakers; (f) written and active reflection; and (g) presentations; (h) journaling.

Important Note Regarding Course Content: In this class we will be discussing issues which may have intense personal significance for some students. It is very possible that you, someone you know, or any of your classmates have survived considerable crises or traumas in their lives. Some of the lectures, media presentations, and speakers may have a strong emotional impact on you, and it is possible that experiences you may have had may be recalled and thus be felt more deeply during or after this class given the nature of the topic, discussions and activities. Although space will be created for reflections and discussions around personal reactions to both classroom materials and experiences, this course is not intended to facilitate the exploration and healing of trauma for individual students. Throughout this course, we will be emphasizing and learning strategies for self-care, and you are encouraged to develop and maintain a self-care routine both during and after this class. Furthermore, if you find you are especially troubled by material while taking this course, you are further encouraged to pursue any external resources and counseling needed.

**Please consult with me as soon as possible regarding any concerns that you might have about the course or its material, especially individuals who have experienced personal incidents of trauma (you will not be required to disclose specific details).
Required Texts:


One of the following books (see Course Requirement V: Bibliotherapy Review):

Military Trauma

School Trauma

Child Maltreatment

Sex Trafficking

** Additional readings as assigned **

Recommended Texts:


Professional Conduct/Ethics: All students are required to know and adhere to their respective professional association (e.g., ACA, APA) code of ethics. Ethical violations may result in failure of the course and possibly dismissal from the program. This course will provide an extensive exploration of ACA ethical codes relevant to clinical assessment.
**Academic Conduct/Integrity:** Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.


**Accommodations Statement:** Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion. Please provide the instructor with appropriate DSS paperwork relevant to your particular accommodation as soon as possible in order to structure the course and coursework in a manner most conducive to your learning.

**Inclusivity/Diversity Statement:** The College of Education and Behavioral Sciences (CEBS) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, CEBS seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. CEBS prohibits discrimination against any member of the College’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, political affiliation or veteran status.

**Electronic Communication Devices:** All cell phones and pagers are to be turned off during class time. No text messaging during class. If a student has a particular need (is on-call for work or has children at home) s/he is expected to notify the instructor prior to the beginning of class so that accommodations can be made. Computers are welcomed as long as students are using them only for note taking; no surfing the web or e-mailing is allowed. If your device interrupts class, you will be asked to leave class to attend to it. The first time will be a warning and you will be allowed to re-enter the class; however, if another interruption occurs you will not be allowed to re-enter the class that day and will lose points for attendance and participation. Due to numerous student complaints, any student found misusing his or her computer will be asked to shut it down.
Course Requirements and Evaluation:

I. Class Attendance & Participation (25 points): Regular class attendance and active participation in all classroom and practicum activities are a required part of this course and critical to not only your own learning but that of your peers as well.

**Attendance:** The class will meet as scheduled on this syllabus, and you are expected to attend all course meetings in their entirety. Commuting is not an excuse to miss class or not fulfill any course responsibilities.

**Participation:** Class participation is defined as provoking thought and furthering discussions. You should have a “capacity to relate effectively and meaningfully with individuals, groups, and/or communities.” It is expected that you participate in a professional manner and your interpersonal interactions are respectful to others. Active participation will include coming prepared by reading the relevant chapters or journal articles as well as contributing to all course discussions and activities. Lack of participation, tardiness (leaving early), or any unexcused absences will result in a loss of points from 2.5-5 per class meeting and may result in a course grade reduction of at least one letter grade. You may earn up to 2.5 points per Friday class, and 5 for each Saturday and Sunday, depending on your level of participation.

[Please see the Important Note section above. If there is a particular topic that will be a challenge for you, please let me know (you will not be required to disclose details), and I will certainly respect your being less involved in or choosing not to be involved in related discussions or activities.]

II. Information Sheet and Associated Pressing Questions (15 points):

By **Wednesday, April 15th at 5pm** (Wednesday before the first day of class), please complete the course information see and associated reflection questions found at the end of the Syllabus. The associated pressing questions ask you to provide general or specific questions relating to trauma or crisis, which you would like to explore in greater depth during this course and why these questions are important to you and/or your future as a counselor.

III. Research Synthesis and Implications (50 points total):

**Written Synthesis and Implications** (40 points)
Read six (6) to eight (8) recent (within the last ten years) peer reviewed articles from scientific journals (list of possible journals follow syllabus) pertaining to a specific population of trauma survivors or area of crisis intervention (e.g., ‘crisis in schools’ or ‘trauma in males’ are both too vague). Your topic must be approved prior to beginning your paper. Topics are due no later than **Wednesday, April 15th at 5pm** via email to Dr. Jones (laura.jones@unco.edu). **Along with your topic, you must include one to two paragraphs about the topic in which you are interested, your motivation for working on this topic, and APA references for at least four (4) of the articles that you would like to use.**

After reviewing the articles write a 5-7 page (double spaced, APA format - https://owl.english.purdue.edu/owl/section/2/10/) synthesis of the literature and a reflection on the implications and applications of that literature for your future practice as a counselor, specifically in relation to your chosen specialization area. Papers due **Sunday, May 3rd at 8:00am**.
Although you can include additional information, each of the following areas must be addressed in your synthesis. Also, a structured outline for organizing a literature synthesis can be found on BlackBoard.

1. Overview of topic area (i.e., an expansion of what you sent in your topic approval)
2. Why this area is important to study (for counselors, for community, for society….)
3. Main Ideas or Themes in Literature (i.e., what did you learn from the literature – put it all together rather than talk about each article individually)
4. Clinical Implications
5. Research Implications
6. How this will apply to your future work as a counselor (in your area of specialization, clinical focus, and/or with your population of interest)
7. How have these articles expanded or altered your view of this topic
8. What are you still wanting to know

Your written synthesis will be graded as follows:

| Article Selection (peer reviewed, appropriate in focus) | 4 points |
| Addressing each Requisite Areas | 32 points (4 points each) |
| Writing Quality and Clarity (APA format, grammar, etc) | 4 points |

**Presentation** (10 points)

You will present highlights from your annotated bibliography topic in an informal 10-minute class presentation. **Dates of presentation: Sunday, May 3rd.** Your discussion will focus on a brief overview of your topic, the key points that you are taking from your synthesis and the implications for your future work or research ideas.

**IV. Herman Discussion and Reflection (25 points)**

After reading Herman’s (1996) *Trauma and recovery*, you will prepare a three-four page response paper. This will include not only your responses to reading these materials along with identifying and discussing parts from the readings (provide page numbers where applicable) that you found particularly helpful for understanding and treating trauma. (Note, these should **not** be approached as book reports.) Your paper will be due **Saturday, April 18th by 8:00am**. Be prepared for small group discussions on **Sunday, April 19th**.

**V. Bibliotherapy Review (25 points)**

“…we tell stories because we hope to find or create significant connections between things. Stories link past, present, and future in a way that tell us where we have been, where we are, and where we are going” (p 1., Taylor, 1996).

Bibliotherapy, or the therapeutic use of books in counseling, is at times used as an adjunct to trauma counseling, particularly when counselors are involved in the processing of the text with the client. A frequent challenge with bibliotherapy, however, is finding and selecting appropriate books (either self-help books or literature/novel) with which the client may be able to identify, are accurate in any psychoeducation they provide, and that will appropriately facilitate client insight, understanding and awareness.
For this assignment you will choose one of the following 4 topic areas and read a text associated with that population (See below for topic areas and associated books). **Email me your topic area by 5:00pm on Wednesday, April 15th.** You will each read the book independently and respond to a set of 10 questions that will be presented to you in class. You will **submit your independent responses** to each of the questions on **Saturday, May 2nd.** Although they need to be thoughtful, they do not have to be formal. On **Saturday, May 2nd** you will also discuss your responses with your group members. Following group discussions your group will give a short and informal presentation of the book to the class, guided by your collective responses to the discussion questions.

**Possible Topics & Associated Books:**

**Military Trauma**  

**School Trauma**  

**Child Maltreatment**  

**Sex Trafficking**  

**VI. Online Trauma or Crisis Training (40 points)**

As part of this class, you will be required to participate in at least 3 hours of outside online training in trauma theory and/or practice. There are several great (FREE) trainings out there and this will allow you an opportunity to get external training in an area(s) you choose. For example, you can do trainings on Trauma Focused - Cognitive Behavioral Therapy (TF-CBT), Working with First Responders, Psychological First Aid (PFA), etc. Your trainings do not have to be approaches per say, but any training must be first approved by Dr. Jones. You must have your selected trainings preapproved by **Sunday, April 19th at 5:00pm**.

Below is a link to a list of some of the free trainings available, but again, these are not the only trainings you can do. Also, you will notice that some trainings are 9 and 10 hours while others are only 1 hour. If you choose to do a training that is longer than 3 hours, you can receive extra credit.

[https://www.istss.org/NonISTSSOnlineLearningResources.htm](https://www.istss.org/NonISTSSOnlineLearningResources.htm)

After completing the training, you will write a 2-3 page double-spaced reflection paper on the training, how it enhanced your learning in that given area, how you will use that information in your future career, and what questions you have remaining about the information presented in the training(s) or the focus area/population on which the training(s) focused. Additional instructions and guidelines will be presented in class. Your paper is due **Friday, May 1st at 4:00pm.**
VII. **Personal Reflection Journal (10 points)**

Owing to the emotionally-evocative and potentially personal nature of the content areas and practice of this course, as well as the literature that suggests the benefits of journaling in the prevention of vicarious trauma, all students will be required to keep a personal reflection journal in which they record their reactions to course content and experiences. You will be required to write one pre-class reflection based on your preparation for the course (1), a self-care plan that can be modified as the course progresses (1+), one entry for each day we have class (6) and one journal entry per week for the two weeks in between our meeting times (2), for a total of 10 journal entries. **Due by Monday, May 4th at 5pm.**

**Readings and Assignments:** Students are expected to have completed the assigned readings prior to coming to class and actively participate in discussions. All assignments are due at the beginning of class as scheduled in the course outline. Not reading the material and/or late assignments will significantly lower your grade (i.e., 10 points per day is deducted for turning in work late).

**Please note:** In accordance with the student handbook, the “Professional Counseling program faculty members systematically review the progress of each student each semester.” You should expect that your performance and professional conduct related to this class to be incorporated into the review process.

Possible point values in each area are as follows:

| Information Sheet & Pressing Questions | 15 |
| Research Synthesis & Implications | 50 |
| Herman Discussion & Reflection | 25 |
| Bibliotherapy Review | 25 |
| Online Trauma/Crisis Training | 40 |
| Personal Reflection Journal | 10 |
| Attendance and Participation | 25 |

**TOTAL POINTS POSSIBLE** 190

**Grading Scale:**

- **A** 93% to 100%
- **A-** 90% to 92%
- **B+** 87% to 89%
- **B** 83% to 86%
- **B-** 80% to 82%
- **C+** 77% to 79%
- **C** 73% to 76%
- **C-** 70% to 72%
- **D+** 67% to 69%
- **D** 63% to 66%
- **D-** 60% to 62%
- **F** Below 60%
**Tentative** Class Outline

*Any changes will be announced in class and an updated outline provided via BlackBoard*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due Before Class</th>
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<tbody>
<tr>
<td><strong>Wednesday, April 15</strong></td>
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<td>Due (as an e-mail attachment):</td>
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<td>1) Information Sheet and Pressing Questions - By 5:00pm</td>
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<td>2) Topic for research synthesis, including a one to two paragraph overview of topic and why you are interested in this area – By 5:00pm</td>
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<td>3) Topic area/book for Bibliotherapy Review – By 5:00pm</td>
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<td><strong>Friday, April 17</strong></td>
<td>- Orientation/Introductions</td>
<td>Dass-Brailsford – Chp 14</td>
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<td>- Review Syllabus and activities</td>
<td><em>Additional Readings on BlackBoard</em></td>
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<td>- Crisis v. Trauma: What is the difference anyway and why does it matter to counselors?</td>
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<td>- History of Trauma &amp; Crisis</td>
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<td>- Vicarious Trauma Effects of Doing this work &amp; Self-Care Strategies</td>
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<tr>
<td><strong>Saturday, April 18</strong></td>
<td>- Introduction to Crisis Intervention</td>
<td>Dass-Brailsford – Chps 5, 7, 8, 12 &amp; 13</td>
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<td>- Ethical and Professional Issues</td>
<td><em>Additional Readings on BlackBoard</em></td>
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<td>- Theories/Models of Crisis Intervention</td>
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<td>- School-Based Crises: PREPARE model (Redefining Crisis – Article)</td>
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<td>- Suicide and Homicide</td>
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<td>- Disaster Mental Health</td>
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<td><strong>Due:</strong></td>
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<td>1) Herman (1996) reflection paper</td>
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<td><strong>Sunday, April 19</strong></td>
<td>- Neurobiology of Trauma</td>
<td>Briere &amp; Scott (2013) – Part I (Chapters 1-3) ; Chapter 4; Chapter 12</td>
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<td>- Effects of Trauma</td>
<td>Dass-Brailsford – Chp 2</td>
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<td>- Diagnoses associated with Crises/Trauma</td>
<td><em>Additional Readings on BlackBoard</em></td>
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<td>- Trauma Assessment: Importance &amp; How To’s</td>
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<td>- Approaches to Trauma Treatment</td>
<td>1) List of Online Training(s) you will complete - By 5:00pm</td>
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<td>- Small Group Disc: Herman</td>
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<td><strong>Friday, May 1</strong></td>
<td>- Trauma and Culture</td>
<td>Dass-Brailsford – Chp 1, 9, 10, 11</td>
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<td>- Intergenerational Trauma</td>
<td><em>Additional Readings on BlackBoard</em></td>
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<td>- Child Maltreatment &amp; Reporting</td>
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<td>- Bullying</td>
<td>1) Online Trauma Training Reflection Paper - By 4:00pm</td>
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<td>- Sexual Assault &amp; Interpersonal Violence (IPV)</td>
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<td>- Human Trafficking and Sex Trafficking</td>
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<td>- Political Refugees</td>
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<td>Saturday, May 2</td>
<td>- Veteran Mental Health Issues*</td>
<td>Briere &amp; Scott – Chp 5-11, Dass-Brailsford – Chp 6</td>
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<td>- Military Families*</td>
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<td>- Clinical Interventions</td>
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<td>- Student Bibliography Class Discussions &amp; Presentations</td>
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<td>Sunday, May 3</td>
<td>- Grief &amp; Loss*</td>
<td><em>Additional Readings on BlackBoard</em></td>
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<td>- Healing, Resilience, Recovery</td>
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<td>- Posttraumatic Growth</td>
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<tr>
<td>Monday, May 4</td>
<td>- Student Research Synthesis Presentations</td>
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Relevant Journals
(This is not an exhaustive list of journals, but can serve as a starting point for literature searches)

Attachment and Human Development
http://www.tandf.co.uk/journals/titles/14616734.asp

Violence and Victims
http://www.ingentaconnect.com/content/springer/vav

Child Abuse and Neglect
http://www.elsevier.com/wps/find/journaldescription.cws_home/586/description#description

Child Abuse Review
http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1099-0852

Child Welfare
http://www.cwla.org/articles/cwjabstracts.htm

Crisis: The Journal of Crisis Intervention and Suicide Prevention
http://psycnet.apa.org/journals/cri/

Developmental Psychology
http://www.apa.org/pubs/journals/dev/

Family Law Quarterly
http://www.abanet.org/family/flq/

Infant Mental Health
http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1097-0355

Journal of Abnormal Psychology
http://www.apa.org/pubs/journals/abn/

Journal of Counseling and Development
http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%29291556-6676

Journal of Family Violence
http://link.springer.com/journal/10896

Journal of Interpersonal Violence
http://jiv.sagepub.com/

Journal of The American Academy of Child and Adolescent Psychiatry
http://www.jaacap.com/

Journal of School Violence
http://www.tandfonline.com/toc/wjsv20/current#.Uv67WoVdC1c

Journal of Traumatic Stress

Pediatrics
http://pediatrics.aappublications.org/
Personality Disorders: Theory, Research and Treatment

Psychological Trauma: Theory, Research, Practice, and Policy (Div. 56 of APA)
http://www.apa.org/pubs/journals/tra/

Psychology of Addictive Behaviors
http://www.apa.org/pubs/journals/adb/

Publications of the National Center for Missing and Exploited Children (Arlington, VA)

The Family Journal
http://tfj.sagepub.com/

The Journal of Marriage and Family Therapy
http://www.jmft.net/
Initial Information & Pressing Questions

Name: __________________________________________________________

Preferred Name (if different): ______________________________________

Address: ____________________________ City/State/Zip: _______________

Telephone: ___________________(H) ___________________(W) __________(C)

Email: __________________________________________________________

Universities Attended: _____________________________________________

_______________________________________________________________

Counseling Track: ________________________________________________

Class Schedule: Class/Times

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Additional Obligations Outside of Academics (e. g., work, volunteering, parenting, caring for a loved one, etc.)

_______________________________________________________________

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_______________________________________________________________
Previous counseling courses:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

1. Counseling/Therapy Experience/Skills: (Include site/date/nature of services/special training and skills):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Future plans with regard to counseling (special training, setting(s), specific populations, academics, etc.)

________________________________________________________________________

________________________________________________________________________

3. What are you looking forward to regarding this course?

4. What concerns (if any) do you have about taking this course?
5. What experience (if any) do you have with crisis and trauma work?

6. What is one “fun” or interesting thing about yourself that you wouldn’t mind sharing?

7. Is there anything else that you would like for me to know about you, either personally or professionally?

8. On a separate sheet of paper, please describe the follow:
   a) Five (5) pressing questions that you have related to crisis intervention and trauma?
   b) For each, state why this question is of particular interest to you?
   c) How do think that you might use the information from each of these questions in your future career?

*Although lengthy responses for #9 are not required or expected, please be thoughtful and thorough.*