**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

**Fall 2014 Semester**

**Course Number: COUN 7500 Course Title: Crisis Intervention in Counseling Credit Hours:** 3 Semester hours

**Prerequisites:** None **Corequisites:** None

**Date Syllabus Prepared:** August 2014 (edited from syllabus prepared by Dr. Melani Iarussi)

**Instructor:** Brandy Smith, Ph.D., Licensed Psychologist

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**Texts:**

**Required:** Kanel, K. (2015). *A guide to crisis intervention (5th ed*.). Stamford, CT: Cengage Learning.

**Recommended:** Kerr, M. M. (2009). *School crisis prevention and intervention.* New Jersey: Pearson

James, R. K. & Gilliland, B. E. (2013). *Crisis Intervention Strategies* (7th ed.)*.* Belmont, CA:

Brooks/Cole.

**Additional Readings:**

Aspiranti, K. B., Pelchar, T. K., McCleary, D. F., Bain, S. K., & Foster, L. N. (2011). Development and reliability of the comprehensive crisis plan checklist. *Psychology in the Schools, 48*(2), 146-155.

Brymer, M., Jacobs, A, Layne, C., Pynoos, R, Ruzek, J, Steinberg, A., Vernberg, E, Watson, S (National Child Traumatic Stress Network and National Center for PTSD). Psychological first aid (2nd edition).

Chaney, M. P., Filmore, J. M., & Goodrich, K. M. (May 2011). No more sitting on the sidelines. Practical strategies for working with LGBTQQI clients on issues of heterosexism and transphobia, coming out and bullying. *Counseling Today*. Retrieved September 29, 2011 from http://ct.counseling.org/2011/05/no-more-sitting-on-the-sidelines/

Crane, C. A., Oberleitner, L. M. S., Devine, S., & Easton, C. J. (2014). Substance use disorders and intimate partner violence perpetration among male and female offenders. *Psychology of Violence, 4*(3), 322-333.

Dong, X. (2012). Advancing the field of elder abuse: Future directions and policy implications. *Journal of the American Geriatrics Society, 60*(11), 2151-2156.

Gottman, J. M., Gottman, J. S., & Atkins, C. L. (2011). The comprehensive soldier fitness program: Family skills component. *American Psychologist, 66*(1), 52-57.

Hyldahl, R. S., & Richardson, B. (2011). Key Considerations for Using No-Harm Contracts With Clients Who Self-Injure. *Journal of Counseling & Development, 89*(1), 121-127.

James, R. K.& Gilliland, B. E. (2013). Culturally effective helping. In *Crisis Intervention Strategies* (7th ed.), 28-49. Belmont: Brooks/Cole.

Marshall, N. A. (2012). A clinician's guide to recognizing and reporting parental psychological maltreatment of children. *Professional Psychology: Research and Practice, 43*(2), 73-79.

Murphy (2013). Social information processing and the perpetration of intimate partner violence: It is (and isn't) what you think. *Psychology of Violence, 3*(3), 212-217.

Sachs, A. (Aug. 27, 2007). A memoir of schizophrenia. *Time.* Retrieved December 7, 2011 from http://www.time.com/time/arts/article/0.8599.1656592.00.html

Sharpe, T. L., Joe, S., & Taylor, K. C. (2012). Suicide and homicide bereavement among African Americans: Implications for survivor research and practice. *Omega: Journal of Death and Dying, 66*(2), 153-172.

Stern, J. (2014). PTSD: Policy issues. *Psychoanalytic Psychology, 31*(2), 255-261.

Wells, T. S., Miller, S. C., Adler, A. B., Engel, C. C., Smith, T. C., & Fairbank, J. A. (2011). Mental health impact of the Iraq and Afghanistan conflicts: A review of US research, service provision, and programmatic responses. *International Review of Psychiatry, 23*(2), 144-152.

**Course Description:** Development of skills and knowledge for crisis intervention and management in counseling, including prevention planning, intervention strategies and evaluation.

**Student Learning Outcomes:**

Upon completion of this course, students will be able to demonstrate these learning outcomes:

1. Awareness of 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.1.c)
2. Understand crisis intervention and suicide prevention models, including the use of psychological first aid strategies. (II.G.5.g)
3. Understand the effects of crises, disasters, and other trauma-causing events on persons of all ages. (II.G.3.c)
4. Awareness of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. (II.G.3.f)
5. Understand the impact of crises, disasters, and other trauma-causing events on people. (CMHC.A.9)
6. Understand the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. (CMHC.C.6)
7. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma causing event. (CMHC.K.5)
8. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (CMHC.L.3)
9. Demonstrate the ability to use procedures for assessing and managing suicide risk. (CMHC.D.6)
10. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (CMHC.F.3.)
11. Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (CMHC.H.3.)
12. Understand the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. (SC.C.6)
13. Awareness of the impact of advocacy and diversity in the process of crisis management and intervention.
14. Understand the impact of human behavior, including war, on the environment and the subsequent crisis situations that arise for people experiencing these situations and environments.
15. Awareness of how a sustainable lifestyle can impact the environment, interpersonal relationships, and, potentially, crisis response.

**Assignments/Projects:**

1. ***Weekly reading application and reflection assignments (10 pts each)***
   1. ***Pre-class reading questions/reflections and self-care reflections:*** Students will read assigned material and write a combination of questions and/or reflections on what is read for that specific week. Students are also asked to engage in at least one self-care activity between each class. Students are expected to provide thoughtful questions and/or reflections on the readings as well as reflections on the self-care activity that are at least one paragraph in length. Students are encouraged to critically think about and apply the reading material to counseling practice. Students’ responses should be uploaded to Canvas before the start of class.
   2. ***Post-class reflection:*** Students will be asked to write a brief reflection after each class about their experience from the class. Students can include thoughts, feelings, reactions to course discussions and exercises as well as ideas for how you could apply information to your expected future job. The post-class reflection is to be a paragraph and is expected to be uploaded to Canvas before the start of the next class.
2. ***Examinations:*** Students will complete a midterm and final exam. Readings and material discussed in class will be on exams.
3. ***Surviving Client Suicide Reflection:*** Students will read and reflect on at least two entries submitted to the “Clinicians as survivors of suicide: Personal accounts by clinician survivors” at <http://mypage.iu.edu/~jmcintos/personacc.htm>. Students will write about their reactions, personally and professionally, to these accounts. Each entry should be at least half of a single-spaced page or a full double-spaced page (with font not enlarged). This assignment will be submitted in class rather than on Canvas.
4. ***Crisis paper:*** Students will choose a crisis topic of interest, which is to be approved by the course instructor by the mid-term exam, and write a minimum 10-page paper on the topic. Areas to include in the paper are below. At least 5 peer-reviewed articles are to be included (separate from any used in class). A reference list is to be included as well, which is not included in the 10-page limit.
   1. Introduce what led you to choose the topic.
   2. Summarize the information learned in the at least 5 peer-reviewed articles you read.
   3. Note how the information you learned could be used by a mental health professional.
   4. Write about your personal AND professional reaction to the material.
   5. Note self-care suggestions for someone working with that specific crisis.

**Grading and Evaluation:**

Please note: Course assignments are due **before class** on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments. Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components:

Reading questions/reflections and self-care reflections 140

(10 points each)

Post-class reflection (10 points each) 140

Midterm Exam 50

Final Exam 50

Surviving Client Suicide (15 points each) 30

Paper 75

**TOTAL 485**

The following scale will be used:

435-485 =A 386-434 =B 338-385=C 289-337 =D 288 and Below =F

**Class Policy Statements:**

1. Attendance: Students are expected to attend class and to be on time for class meetings. Students are expected to prepare for class and to participate in class activities and discussions. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one absence. Each additional absence will result in a 10 pt. deduction from the student’s overall grade.
2. Excused absences: Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see University Policies <https://sites.auburn.edu/admin/universitypolicies/default.aspx>for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the University Policies <https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx> will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices
   2. Contribute to collaborative learning communities
   3. Demonstrate a commitment to diversity
   4. Model and nurture intellectual vitality
8. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, but **may be used for class purposes only and must not be a distraction**.

**Justification for Graduate Credit:** This course includes advanced content crisis intervention. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**SYLLABUS DISCLAIMER:** The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students.  In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.

**Course Schedule**

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content** | **Readings** | **Assignments Due** |
| 1 | 8/20/14 | Introduction to Crisis Intervention  Self-care and Mindfulness |  |  |
| 2 | 8/27/14 | Crisis Intervention and Assessment models | Ch. 1 & 3 | **Weekly Reflections** |
| 3 | 9/3/14 | Crisis Intervention Competence: Legal, ethical, and multicultural considerations  Developmental Crises and Crises in Adolescence | Ch. 2 & 5  Chaney et al. (2011)  James & Gilliland Chapter 2 | **Weekly Reflections** |
| 4 | 9/10/14 | Suicidal and homicidal clients | Ch. 4  Sharpe et al (2012) | **Weekly Reflections** |
| 5 | 9/17/14 | Nonsuicidal Self-Injury and Psychosis | Ch. 4  Hyldahl & Richardson (2011)  Sachs TIME Article: A Memoir of Schizophrenia | **Weekly Reflections** |
| 6 | 9/24/14 | Suicidal, Homicidal, and Self-Injury |  | **Weekly Reflections**  **Surviving Client Suicide Reflection Due** |
| 7 | 10/1/14 | Loss: Death, rltshp endings, and other losses | Ch. 6 | **Weekly Reflections** |
| 8 | 10/8/14 | **MIDTERM EXAM** | | Crisis paper topic needs confirmation by this week |  |
| 9 | 10/15/14 | PTSD, War and its effects on people and the environment | Ch. 7 & 8  Wells et al. (2011) OR  Stern (2014) OR  Gottman et al (2011) | **Weekly Reflections** |
| 10 | 10/22/14 | Natural Disasters: Disaster Response, Emergency Preparedness  School-based crises | Ch. 7  Psychological First Aid: Field Operations Guide  Aspiranti et al. (2011) | **Weekly Reflections** |
| 11 | 10/29/14 | Substance Abuse | Ch. 11  Crane et al. (2014) | **Weekly Reflections** |
| 12 | 11/5/14 | Sexual Assault | Ch. 9 | **Weekly Reflections** |
| 13 | 11/12/14 | Child Abuse, Elder Abuse, and Intimate Partner Violence | Ch. 10  Dong (2012)  Marshall (2012)  Murphy (2013) | **Weekly Reflections** |
| 14 | 11/19/14 | Serious Illness and Disabilities | Ch. 12 | **Weekly Reflections**  **Crisis Paper Due** |
| 15 | 11/26/14 | **THANKSGIVING BREAK** | |  |
| 16 | 12/3/14 | **FINAL EXAM** |  |  |