**AUBURN UNIVERSITY**

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

**SYLLABUS**

**Fall Semester 2014**

**Course Number: COUN 7500**

**Course Title: Crisis Intervention in Counseling**

**Credit Hours:** 3 Semester hours

**Prerequisites:** None

**Corequisites:** None

**Date Syllabus Prepared:** Initial submission January 2012, Revised August 2012, October 2012, July 2014

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Office Hours: Wednesday 10-11am; By appointment

**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.

**Articles:**

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*, 146-155.

Herbert, P. B., & Young, K. A. (2003). Tarasoff at twenty-five. *FOCUS, 1*, 376-381

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

Lewis, L. M. (2007). No-Harm Contracts: A Review of what we know. *Suicide & Life-Threatening Behavior, 37*, 50-57.

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,* 322-333.

Vanderlinden, L. K. (2011). Left in the dust: Negotiating environmental illness in the aftermath of 9/11. *Medical Anthropology, 30*, 30-55.

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*, 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*** 
   1. ***Reading questions:*** Students will read assigned material and respond to questions specifically related to this reading each week.Students are expected to provide thoughtful responses that are at least one page single-spaced or two pages double-spaced 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. (10pts each week)
   2. ***Mindfulness practice and reflection:*** Students will be asked to practice mindfulness at the conclusion of each class and write a brief reflection of this experience. As part of the weekly assignment, students will reflect on their use of mindfulness in between class sessions and their overall sense of wellness. (5pts each week)
2. ***Examinations:*** Students will complete a midterm and final exam using Canvas. Readings and material discussed in class will be on exams. Exams will be time-limited and students must work independently (i.e., answer sharing is NOT permitted). Students may use their books and notes during the exams. (50pts per exam)
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. (10pts)
4. ***Crisis memoir analysis:*** Students will read a book that is a memoir of the author’s crisis experience. Students may select a memoir of their choice and receive the instructor’s approval by 9/10/14. After reading the memoir, students will complete an analysis including the components listed below. Papers will be a minimum of 10 pages and will be in APA 6th edition style formatting. A minimum of 5 scholarly sources must be cited within the paper and a reference list must be provided. (75pts; see Grading Rubric in Appendix**). (Note: please do not choose a novel; this must be a true story)**
   1. Introduce the protagonist
   2. Describe the crisis the protagonist experienced
   3. Provide information from your textbook and from the literature about this type of crisis (e.g., provide diagnostic criteria for a mental disorder the protagonist may have experienced; apply the tasks of mourning to a protagonist who was grieving; compare and contrast typical experiences of abused persons with the experiences of the protagonist).
   4. Describe any legal and ethical issues involved in the crisis situation (e.g., describe issues related to confidentiality and privacy, mandated reporting, any court proceedings that did or could have occurred related to the crisis, police or law enforcement involvement, etc.)
   5. Describe the environmental, cultural, and developmental influences – How did the person’s environment, culture, and development impact the crisis situation and the person’s response to and ability to cope and heal from the crisis? Consider the person’s resources related to each of these factors.
   6. Describe the services the protagonist received to related to the crisis. **In addition,** describe the following:
      1. How could a clinical mental health or school counselor be helpful to the protagonist in the midst of his or her crisis?
      2. What specific types of assessments and interventions might you have used with this person?
      3. Whose help might you enlist when helping this person? What types of referrals might you offer him or her?
   7. Describe your personal experience of reading this person’s crisis experience. Reflect on what it might be like for you to hear this person describe his or her story to you in person. How would you manage your personal response to the client’s experience with remaining in the role of a helper to the client?

**Grading and Evaluation:**

Please note: Course assignments are due **before the start of class** on the dates specified. When an assignment is turned in late, the student’s grade 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. Students’ final grades are based on these components:

Weekly Assignments (15pts each) 165

Midterm Exam 50

Final Exam 50

Surviving Client Suicide 10

Crisis Memoir Analysis 75

**TOTAL 350**

The following scale will be used:

315-350 =A

280-314 =B

245-279 =C

210-244 =D

209 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 from class 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 Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) 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 Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) 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. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 Office of Accessibility, 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.**

**Course Schedule**

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| **Week** | **Date** | **Content** | **Readings** | **Assignments Due** |
| 1 | 8/20/14 | Introduction to Crisis Intervention  Self-care and Mindfulness | Ch. 1 |  |
| 2 | 8/27/14 | Crisis Intervention and Assessment models  Counselor self-care in crisis counseling | Ch. 3 | **Weekly Assignment** |
| 3 | 9/3/14 | Crisis Intervention Competence: Legal, ethical, and multicultural considerations  Developmental Crises and Crises in Adolescence | Ch. 2 & 5  Herbert & Young (2002)  Chaney et al. (2011) | **Weekly Assignment** |
| 4 | 9/10/14 | Suicidal and homicidal clients | Ch. 4  Lewis (2007) | **Weekly Assignment** |
| 5 | 9/17/14 | Nonsuicidal Self-Injury and Psychosis | Ch. 4  Hyldahl & Richardson (2011) | **Weekly Assignment**  **Surviving Client Suicide Reflection Due** |
| 6 | 9/24/14 | Risk Assessment and Triage | TIME Article: A Memoir of Schizophrenia\* | **Weekly Assignment** |
| 7 | 10/1/14 | Loss: Death, divorce, and other losses | Ch. 6 | **Weekly Assignment** |
| 8 | 10/8/14 | **MIDTERM EXAM** | |  |
| 9 | 10/15/14 | PTSD, War and its effects on people and the environment | Ch. 7 & 8  Wells et al. (2011)  Vanderlinden (2011)\* | **Weekly Assignment** |
| 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 Assignment** |
| 11 | 10/29/14 | Chemical Dependency & Addiction **(No Class Meeting)** | Ch. 11  Crane et al. (2014) | **Weekly Assignment** |
| 12 | 11/5/14 | Sexual Assault  *Guest speaker:* Rachael Jones, AU Safe Harbor | Ch. 9 | **Weekly Assignment** |
| 13 | 11/12/14 | Child Abuse, Elder Abuse, and Intimate Partner Violence  *Guest speaker:* Morgan Jenkins, Tri-County Child Advocacy Center | Ch. 10  Neigh et al. (2010) | **Weekly Assignment** |
| 14 | 11/19/14 | Serious Illness and Disabilities | Ch. 12 | **Weekly Assignment**  **Crisis Memoir Analysis Due** |
| 15 | 11/26/14 | **THANKSGIVING BREAK** | |  |
| 16 | 12/3/14 | **FINAL EXAM** |  |  |

\*Notes optional reading

**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.