**AUBURN UNIVERSITY**

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

**SYLLABUS**

**Fall Semester 2016**

**Course Number: COUN 7500**

**Course Title: Crisis Intervention in Counseling**

**Credit Hours:** 3 Semester hours

**Prerequisites:** None

**Corequisites:** None

**Date Syllabus Prepared:** August 2016

**Instructor:** Jessica M. Tyler, Ph.D., LPC, NCC

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Phone: (706) 566-2386

Office Hours: By appointment

**Texts:**

**Required:**

Jackson-Cherry, L., & Erford, B. (2014). *Crisis assessment, intervention, and prevention.* Upper Saddle River, NJ: Pearson Education.

**Recommended:**

James, R. K., & Gilliland, B. E. (2013). *Crisis intervention strategies* (7th ed.). Belmont, CA: Brooks/Cole.

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

Substance Abuse and Mental Health Services Administration. (2013). *Disaster planning handbook for behavioral health treatment programs.* technical Assistance Publication (TAP) Series 34. HHS Publication No. (SMA) 13-4779. Rockville, MD: Substance Abuse and Mental Health Services Administration.

**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.

Brausch, A. M., & Girresch, S. K. (2012). A review of empirical treatment studies for adolescent nonsuicidal self-injury. Journal of Cognitive Psychotherapy, 26, 3-18.

Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., Vernberg, E., & Watson, P. (2006). *Psychological First Aid: Field Operations Guide (2nd ed.*). National Child Traumatic Stress Network and National Center for PTSD. Retrieved from www.nctsn.org or www.ncptsd.va.gov.

Buser, T. J., & Buser, J. K. (2013). The HIRE model: A tool for the informal assessment of nonsuicidal self-injury. *Journal of Mental Health Counseling, 35*, 262-281.

Chaney, M. P., Filmore, J. M., & Goodrich, K. M. (2011). No more sitting on the sidelines. *Counseling Today.* Retrieved 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,* 322-333.

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.

Neigh, S. N., Ritschel, L. A., & Nemeroff, C. B. (2010). Biological consequences and transgenerational impact of violence and abuse. *Psychiatric Times, 27*. Retrieved from psychiatrictimes.com/ptsd/content/article/10168/172775

Substance Abuse and Mental Health Services Administration. (2014). *A practitioner’s resource guide: Helping families to support their LGBT children*. HHS Publication No. PEP14-LGBTKIDS. Rockville, MD: author.

Substance Abuse and Mental Health Services Administration. (2015). *A journey toward help and hope: Your handbook for recovery after a suicide attempt*. HHS Publication No. SMA-15-4419. Rockville, MD: Center for Mental Health Services, SAMHSA.

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:

* counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP 2016, II.F.1.c.)
* ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2016, II.F.1.i.)
* strategies for personal and professional self-evaluation and implications for practice (CACREP 2016, II.F.1.k.)
* self-care strategies appropriate to the counselor role (CACREP 2016, II.F.1.l.)
* the role of counseling supervision in the profession (CACREP 2016, II.F.1.m.)
* multicultural counseling competencies (CACREP 2016, II.F.2.c.)
* effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP 2016, II.F.2.g.)
* ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2016, II.F.2.i.)
* suicide prevention models and strategies (CACREP 2016, II.F.5.l.)
* crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2016, II.F.5.m.)

**Clinical Mental Health**

* potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2016, V.C.2.e.)
* impact of crisis and trauma on individuals with mental health diagnoses (CACREP 2016, V.C.2.f.)
* techniques and interventions for prevention and treatment of a broad range of mental health issues CACREP 2016, V.C.3.b.)

**Clinical Rehabilitation Counseling**

* potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2016, V.D.2.g.)
* impact of crisis and trauma on individuals with disabilities (CACREP 2016, V.D.2.h.)

**School Counseling**

* characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP 2016, V.G.2.g.)
* signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP 2016, V.G.2.i.)

**Assignments/Projects:**

1. ***Weekly reading application and reflection assignments*** (5pts each)
   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 by 4pm (before the start of class) on the due date.
   2. ***Self-care reflection:*** As part of the weekly assignment, students will reflect on their use of mindfulness in between class sessions and their overall self-care and sense of wellness.
2. ***Examinations:*** Students will complete *a time-limited* 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. (15pts)
4. ***Crisis Intervention Demonstration:*** Students will complete an in-class crisis intervention demonstration. Students must demonstrate their ability to conduct a risk assessment, including but not limited to suicide, homicide, psychosis, and/or self-harm. Following the assessment, students must be able to demonstrate their ability to make a clinical judgment based on their conceptualization of the risk and to connect the client to appropriate care. After the demonstration, students will complete the Crisis Intervention Documentation and Plan for Services form for the mock client. (50 pts)
   * Students will complete the demonstration in-class on 9/21/16
   * All students must upload the Crisis Intervention Documentation and Plan for Services form by 3:59pm 9/23/16.
5. ***Crisis memoir analysis:*** Students will read a book that is a memoir (i.e., true story) of the author’s crisis experience. Students may select a memoir of their choice and receive the instructor’s approval by 9/14/16. 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 fictional 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). This information (i.e., what is typically expected after such a crisis) should be compared and contrasted 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/school/rehabilitation 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 (12\*5pts each) 60

Midterm Exam 50

Final Exam 50

Surviving Client Suicide 15

Crisis Intervention Demonstration 50

Crisis Memoir Analysis 75

**TOTAL 300 points**

The following scale will be used:

90 – 100% =A

80 – 89.9% =B

70 – 79.9% =C

60 – 69.9% =D

59.9% 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 | 8/17/16 | Introduction to Crisis Counseling  Crisis Theory & Concepts  Professional Counselors’ Roles in Crisis Intervention | Ch. 1 |  |
| 2 | 8/24/16 | Legal, ethical, and multicultural considerations  Counselor safety and self-care in crisis counseling | Ch. 2 & 3  Herbert & Young (2002)  Alabama’s Mandatory Child Abuse and Neglect Reporting Law (2012) and 2013 Changes document  Chaney, Filmore, & Goodrich (2011) | **Weekly Assignment** |
| 3 | 8/31/16 | Essential Crisis Intervention Skills  Mental Status Exams  PTSD & ASD and Evidence-Based Treatments | Ch. 4  Sommers-Flanagan & Sommers-Flanagan (2009)  National Center for PTSD (2013) | **Weekly Assignment** |
| 4 | 9/7/16 | Risk Assessment and Intervention: Suicidal and homicidal clients | Ch. 5  Lewis (2007)  SAMHSA (2015)\* | **Weekly Assignment** |
| 5 | 9/14/16 | Risk Assessment and Intervention: Non-suicidal Self-Injury and Psychosis | NAMI (2006)  Brausch & Girresch (2012)  Buser & Buser (2013)  Hyldahl & Richardson (2011)  TIME Article: A Memoir of Schizophrenia | **Weekly Assignment**  **Surviving Client Suicide Reflection Due** |
| 6 | 9/21/16 | Risk Assessment and Intervention: Skill Development |  | **Weekly Assignment**  **Crisis Intervention Demonstrations** (Documentation due 9/23/16) |
| 7 | 9/28/16 | Crisis and Substance Use Disorders | Ch. 6  Crane et al. (2014)\* | **Weekly Assignment** |
| 8 | 10/5/16 | **MIDTERM EXAM** | |  |
| 9 | 10/12/16 | Intimate Partner Violence | Ch. 7 | **Weekly Assignment** |
| 10 | 10/19/16 | Sexual Assault  *Guest speaker: Melissa McConaha, AU Safe Harbor* | Ch. 8 | **Weekly Assignment** |
| 11 | 10/26/16 | Child Sexual Abuse  *Guest speaker: Jacqueline Burgess, Tri-County Child Advocacy Center* | Ch. 9  Neigh et al. (2010)\* | **Weekly Assignment** |
| 12 | 11/2/16 | Military Issues and Crisis | Ch. 13  Wells et al. (2011) | **Weekly Assignment** |
| 13 | 11/9/16 | Grief & Loss  Death Notifications | Ch. 12 & 14 | **Weekly Assignment** |
| 14 | 11/16/16 | Emergency Preparedness & Responses | Ch. 10 & 11  Psychological First Aid: Field Operations Guide  Aspiranti et al. (2011)\* | **Weekly Assignment**  **Crisis Memoir Analysis Due** |
| 15 | 11/23/16 | **THANKSGIVING BREAK** | |  |
| 16 | 11/30/16 | **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.