**AUBURN UNIVERSITY**

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

**SYLLABUS**

**Fall Semester 2020**

**Course Number: COUN 7500**

**Course Title: Crisis Intervention in Counseling**

**Credit Hours:** 3 Semester hours

**Prerequisites:** None

**Corequisites:** None

**Date Syllabus Prepared:** June 2020

**Instructor:** Margaret A. Taylor, Ph.D., LPC-S, NCC

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Office Hours: By appointment

**Structure of Course:** This course is considered a “blended” course. Lectures will be pre-recorded and watched prior to class time. The class will meet online (synchronously) each week during the regularly scheduled class time to discuss the lecture, guest speakers, and to engage in experiential exercises. Class will meet on campus on scheduled dates and as conditions permit.

**Texts:**

**Required:**

Jackson-Cherry, L., & Erford, B. (2018). *Crisis assessment, intervention, and prevention.* Upper Saddle River, NJ: Pearson Education.

**Recommended:**

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

**Course Description:**

Development of skills and knowledge for crisis intervention and management in counseling, including prevention planning, intervention strategies and evaluation. This course will prepare you to effectively manage and treat crisis scenarios with your clients and increase your tolerance of emotionally intense content as a practitioner and individual. This course will also highlight and utilize mindfulness strategies that can be beneficial for professionals and clients in times of challenge and self-care.

**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. ***Crisis Intervention Demonstration:*** Students will complete a Zoom crisis intervention demonstration. Students will be paired with another student and instructor or doctoral student will watch crisis demonstration live via Zoom. Students will not know the crisis scenario until the day of the 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 ***11/04/20***
   * All students must upload the Crisis Intervention Documentation and Plan for Services form by 3:59pm ***11/11/2020 (25pts)***
3. ***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 9/11/18. After reading the memoir, students will complete an analysis including the components listed below. Papers will be a minimum of 8 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. ***Due 11/11/20*** (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?
4. ***Crisis Intervention Plan Group Project:*** Students will work in assigned groups to develop a comprehensive crisis intervention plan for one specific crisis situation in their future work setting. Groups may choose the crisis scenario, but it must be relevant to the groups’ specialty area. Examples of crisis scenarios include a shooting, act of terrorism, hostage situation, natural disaster (e.g., tornado), suicide, homicide, fire, sexual violence, childhood abuse, and so on. Crisis management plans should apply information covered over the course of the semester in addition to other scholarly and reference material. The plan should be comprised of the following sections and will be presented to the class in approximately 20-30 minutes on ***11/18/20.*** The plan must also be submitted to Canvas by ***11/18/20***:
5. **Crisis Scenario.** The crisis scenario created by the group should include *who is involved, what happened, and where and when the crisis took place*. The scenario should be specific to group members’ specialty area (e.g. school counselors should create a scenario in a school setting; clinical mental health counselors in a clinical mental health counseling setting; rehabilitation counselors in a rehabilitation counseling setting). ***Due for approval by 10/14/20.***
6. **Prevention and Mitigation.** Describe the plan for *prevention or mitigation* related to this specific scenario. For example, describe lockdown drills for a shooting scenario or prevention programming for a scenario involving suicide. Provide citations from the literature to support these strategies.
7. **Crisis Intervention**. Students will develop an action plan that identifies the roles and responsibilities of the professional counselor, specific to clinical mental health, school, or rehabilitation counseling, in response to the crisis to support the agency, school, or clients during the crisis. These should be *supported by literature and cited*. The action plan should include the following components:
   * 1. Describe *what specific crisis interventions would be applied* *and how* (e.g., assessments, counseling interventions, ethical/legal protocols such as mandated reporting, Psychological First Aid, etc.), including a rational *for why these interventions were chosen.* Consideration should be paid to the match between the interventions and the needs of diverse individuals.
     2. Describe *collaborations with other professionals* (e.g., law enforcement, parents, healthcare providers) that would be necessary for this crisis and what *resources*professional counselors might connect students, clients, or families to (e.g., food, shelter, support, medical care).
     3. Write *sample letters*to stakeholders (e.g., parents within the school setting, employers in rehabilitation setting) if applicable. (see Kerr, 2009).
8. **Debriefing.** Describe the content and the process for professional and personal debriefing after implementing the crisis interventions. Provide citations from the literature.
9. **Class Participation (30 points):** As this course is vital to prepare you for professional counseling work, it relies heavily upon ongoing interpersonal and professional dynamics, therefore every effort should be made to actively participate in class discussions and activities. In addition, students are expected to actively engage with the discussion and experiential group components of class. Participation will be evaluated in the following way:

Excellent (A quality): Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

Satisfactory (B quality): Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Minimally Acceptable (C quality): Passive participation -- present, awake, alert, attentive, but not actively involved.

Unsatisfactory (D/F quality): Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

**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:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Due** | **Points** | **Standards** |
| Weekly Assignments | Weekly | 110  (11\*10pts) | II.F.1.i.; II.F.1.k.; II.F.1.l.; II.F.1.m.; II.F.2.c.; II.F.2.g.; II.F.5.l.; II.F.5.m; V.C.2.e.; V.C.2.f.; V.C.3.b.; V.D.2.g.; V.D.2.h.; V.G.2.g.; V.G.2.i. |
| Crisis Intervention Demonstration | In-class Demonstration: 11/4/20  Documentation: 11/11/20 | 75 | II.F.2.c.; II.F.2.g.; V.C.2.e; V.D.2.h.. |
| Crisis Memoir Analysis | Book approval: 9/09/20  Analysis due: 11/11/20 | 75 | II.F.1.c.; II.F.2.c; II.F.2.g.; II.F.2.i.; II.F.5.m |
| Crisis Intervention Plan Group Project | Scenario approval: 10/14/20  Group Presentation: 11/18/20 | 50 | II.F.1.c.; II.F.1.i.; II.F.2.g; II.F.2.i.; II.F.5.l; II.F.5.m.; V.C.3.b.; V.D.2.h.; V.G.2.g. |
|  | **Total** | **310pts** |  |

The following scale will be used:

90 – 100% =A

80 – 89.9% =B

70 – 79.9% =C

**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.**
9. Social Media and Public Representations**:** Students in this program represent Auburn University; the College of Education; the Department of Special Education, Rehabilitation and Counseling; the Clinical Mental Health and School Counseling; and the profession of counseling. As such, students are expected to maintain professional standards of behavior in public settings; students must consider that all personal representations made on social media and other online platforms are inherently public behavior and thus also fall under the purview of this policy.

In addition, students who engage in public behaviors (including on social media) that create a hostile environment for peers will be considered to have violated this policy. Examples of behaviors that can create a hostile environment include, but are not limited to: using derogatory terms, insults, telling derogatory jokes, taunting, and intimidation. Faculty will consider the context, nature, scope, frequency, duration, and severity of incidents to determine whether a student has created a hostile environment. Students or prospective students found to have created a hostile environment will be subject to policies related to remediation and dismissal. This policy reflects the need and desire to protect the rights and wellbeing of others, as well as the professional standing of the program, college, university, and field of counseling.

In general, students are encouraged to maintain strict privacy settings on any personal social media accounts. Students are also expected to conform with ACA ethical standards regarding multiple relationships by not seeking out or accepting social media relationships (e.g., as ‘friends’ on Facebook or Instagram) with current or former clients.

**COVID-19 Policies**

**Attendance/Subject to Change:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the event a student test positive for COVID-19:** Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the event that I test positive:** If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

**Course Schedule**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | | **Content** | | **Readings** | **Assignments Due** | **2016 CACREP Standards** |
| 1 | 8/19/20 | | Introduction to Crisis Intervention  Professional Counselors’ Roles in Crisis Intervention | | Ch. 1 |  | II.F.1.c. |
| 2 | 8/26/20 | | Legal, ethical, and multicultural considerations  Counselor safety and self-care in crisis counseling | | Ch. 2, 3, & 14  Alabama’s Mandatory Child Abuse and Neglect Reporting Law (2012) and 2013 Changes document | Weekly Assignment | II.F.1.i.  II.F.1.k.  II.F.1.l.  II.F.1.m.  II.F.2.c.  II.F.2.g.  V.D.2.h. |
| 3 | 9/2/20 | | Suicide and Homicide: Prevention, Risk Assessment, and Intervention | | Ch. 6  Lewis (2007)  SAMHSA (2012, 2015)\* | Weekly Assignment | II.F.2.g.  II.F.2.i.  II.F.5.l.  II.F.5.m.  V.C.3.b.  V.G.2.g. |
| 4 | 9/9/20 | | Non-suicidal Self-Injury and Psychosis: Assessment and Intervention  *Guest Speaker: ALSANA*  *Eating Recovery Community* | | Buser & Buser (2013)  Sachs (2011)  Hyldahl & Richardson (2011)\* | Weekly Assignment  Include Memoir Title for Approval | II.F.2.g.  II.F.2.i.  V.C.3.b.  V.G.2.g. |
| 5 | 9/16/20 | | Essential Crisis Intervention Skills  Mental Status Exams  Trauma-Informed Care | | Ch. 4  Sommers-Flanagan & Sommers-Flanagan (2009)  CMHC & Rehab: Classen & Clark (2017)  SC: Cavannah (2016)  SAMHSA (2014)\* | Weekly Assignment- | II.F.2.i.  II.F.5.m.  V.C.2.f.  V.C.3.b.  V.G.2.g.  V.G.2.g. |
| 6 | 9/23/20 | | Loss, Grief and Bereavement | | Chapter 5 | Weekly Assignment | II.F.5.m.  V.C.2.f. |
| 7 | 09/30/20 | | Intimate Partner Violence  Sexual Violence  *Guest speaker: Melissa McConaha, AU Safe Harbor* | | Ch. 8 & 9 | Weekly Assignment | II.F.2.g.  II.F.2.i.  II.F.1.c.  V.C.3.b. |
| 8 | 10/7/20 | | Crisis, Diagnosis and Evidence-Based Treatments  Psychological first Aid | | National Center for PTSD (2013) | Weekly Assignment | II.F.2.g.  II.F.2.i.  V.C.3.b. |
| 9 | 10/14/20 | | Military Issues and First Responders  *Biographical film: Thank You for Your Service* | | Ch. 11  Kelly et al. (2014) | Weekly Assignment  **Submit Group Project Scenario for Approval** |  |
| 10 | 10/21/20 | | Child Abuse  *Guest speaker: Jacqueline Burgess, Tri-County Child Advocacy Center* | | Ch. 10  Haiyasoso & Moyer (2014) | Weekly Assignment | II.F.2.g.  II.F.2.i.  II.F.1.c.  V.C.3.b.  V.G.2.g. |
| 11 | 10/28/20 | | Crisis and Substance Use Disorders  *Guest speaker: Chief Jay Turner, Alexander City Police Department/Drug Task Force* | | Ch. 7  Mills (2015) | Weekly Assignment | II.F.1.c.  II.F.1.i.  II.F.2.g.  V.C.2.e.  V.C.3.b.  V.D.2.g.  V.G.2.i. |
| 12 | 11/4/20 | | **Risk Assessment and Intervention: Skill Demonstrations** | |  | **Crisis Intervention Demonstrations** | II.F.2.g.  II.F.2.i.  II.F.5.l.  V.C.3.b.  V.D.2.h. |
| 13 | 11/11/20 | | Emergency Preparedness & Responses | | Ch. 12 &13  American Red Cross (n.d.)  SAMHSA (2013)\* | **Crisis Intervention Documentation**  **Crisis Memoir** | II.F.2.g.  II.F.2.i.  II.F.1.c.  II.F.5.m.  V.C.3.b.  V.D.2.h.  V.G.2.g. |
| 14 | | 11/18/20 | | **Crisis Intervention Plan: Group Presentations** | | Weekly Assignment | II.F.1.c.; II.F.1.i.; II.F.2.g; II.F.2.i.; II.F.5.l; |
| 15 | | 11/25/20 | | THANKSGIVING BREAK **Crisis Memoir Due** | | | |

\*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.