**AUBURN UNIVERSITY**

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

**SYLLABUS**

**Fall Semester 2022**

**Course Number:** COUN 7500

**Course Title:** Crisis Intervention in Counseling

**Credit Hours:** 3 Semester credit hours/Graded

**Class Meeting:** Wednesdays 4:00pm – 6:50pm

**Class Location:** Haley Center #3034

**Office Hours:** By Appointment

**Professor:** Sarah Flint, PhD, LPC, NCC

**Email:** sam0058@auburn.edu

**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.

*Best Practices for Trauma-Informed School Counseling*, is available at the following link:

<http://spot.lib.auburn.edu/login?url=http://dx.doi.org/10.4018/978-1-7998-9785-9>

**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*** (10pts 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 the 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 via Zoom on ***11/02/22***
	* All students must upload the Crisis Intervention Documentation and Plan for Services form by 3:59pm ***11/09/2022 (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 9/7/22. 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 7th edition style formatting. A minimum of 5 scholarly sources must be cited within the paper and a reference list must be provided. ***Due Friday 11/18/22 by midnight*** (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 15-20 minutes on ***11/09/22.*** The plan must also be submitted to Canvas by ***11/09/22***:
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 10/12/22.***
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 | 100 (10\*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: 11/3/21Documentation: 11/10/21 | 75 | II.F.2.c.; II.F.2.g.; V.C.2.e; V.D.2.h.. |
| Crisis Memoir Analysis | Book approval: 9/08/21Analysis due: 11/19/21 | 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: 10/13/21Group Presentation: 11/10/21 | 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. |
| Class Participation | Ongoing | 30 | 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. |
|  | **Total** | **330pts**  |  |

The following scale will be used:

 90 – 100% =A

 80 – 89.99% =B

 70 – 79.99% =C

**Class Policy Statements:**

* 1. Attendance: Students are expected to attend class meetings every week. Students are expected to prepare for class and to participate in class activities and discussions. Attendance will be taken each week. Should students need to be absent for any reason, please contact the course instructor *before* missing that class meeting. Students are allotted one excused absence. **Each additional absence will result in a 10pt. deduction from the student’s overall grade.**
	2. Zoom Policy: If we meet on Zoom, your attendance, attention, and participation are expected. *Students must receive approval to Zoom into class prior to the class meeting, and the Zoom option will be used sparingly and in a case by case scenario.* 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.
	3. Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student (with a doctor’s note), 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 or 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 once a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences.
	4. Absences due to COVID: 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 for approval to be considered

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.

* 1. Make-Up Policy: Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited and must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
	2. Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* 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.
	3. Students with Disabilities Statement Disability 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 alternative 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).  *​*
	4. 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, and addendum to your syllabus and/or course assignments will replace the original materials.
	5. 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:

Engage in responsible and ethical professional practices

Contribute to collaborative learning communities

Demonstrate a commitment to diversity

Model and nurture intellectual vitality

 **Justification for Graduate Credit:**

This course includes advanced content onpedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016). 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.

**Course Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content** | **Readings** | **Assignments Due** | **2016 CACREP Standards** |
| 1 | 8/17/22 | Introduction to Crisis InterventionProfessional Counselors’ Roles in Crisis Intervention | Ch. 1 |  | II.F.1.c. |
| 2 | 8/24/22 | Legal, ethical, and multicultural considerationsCounselor safety and self-care in crisis counseling | Ch. 2, 3, & 14Alabama’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 | 8/31/22 | Suicide and Homicide: Prevention, Risk Assessment, and Intervention  | Ch. 6 | 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 | 9/7/22 | Diagnosis and Evidence-Based TreatmentsPsychological First Aid | National Center for PTSD (2013) | Weekly AssignmentInclude Memoir Title for Approval | II.F.2.g.II.F.2.i.V.C.3.b. |
| 5 | 9/14/22 | Essential Crisis Intervention SkillsMental Status ExamsTrauma-Informed Care | Ch. 4Sommers-Flanagan & Sommers-Flanagan (2009) | 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 | 9/21/22 | Loss, Grief and Bereavement | Chapter 5 | Weekly Assignment  | II.F.5.m.V.C.2.f. |
| 7 | 09/28/22 | Intimate Partner ViolenceSexual Violence*Guest speaker: Carrie Ross**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 | 10/5/22 | Class by Distance – No Class MeetingMilitary Issues and First Responders*Biographical film: Thank You for Your Service* | Ch. 11 | Weekly Assignment**Submit Group Project Scenario for Approval**Submit worksheet for *Thank You for Your Service* on Canvas by 10/11 |  |
| 9 | 10/12/22 | Non-suicidal Self-Injury and Psychosis: Assessment and Intervention | Buser & Buser (2013)Hyldahl & Richardson (2011)\*  | Weekly Assignment | II.F.2.g.II.F.2.i.V.C.3.b.V.G.2.g. |
| 10 | 10/19/22 | Child Abuse  | Ch. 10 | Weekly Assignment | II.F.2.g.II.F.2.i.II.F.1.c.V.C.3.b.V.G.2.g. |
| 11 | 10/26/22 | Crisis and Substance Use Disorders | Ch. 7 | 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 | 11/2/22 | **Risk Assessment and Intervention: Skill Demonstrations** | Zoom crisis demonstrations – no in class meeting | **Crisis Intervention Demonstrations**  | II.F.2.g.II.F.2.i.II.F.5.l.V.C.3.b.V.D.2.h. |
| 13 | 11/09/22 | **Crisis Intervention Plan: Group Presentations** |  | **Crisis Intervention Plan Group Presentations****Crisis Intervention Documentation Due** | 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 | 11/16/22 | Class by Distance (ALCA) – Emergency Preparedness & Responses | Ch. 12 &13American Red Cross (n.d.)SAMHSA (2013)\* | **Crisis Memoir Due by Friday, 11/18 by 11:59pm** | II.F.1.c.; II.F.1.i.; II.F.2.g; II.F.2.i.; II.F.5.l; |
| 15 | 11/24/21 | **Thanksgiving – no class****(No class meeting on November 30th)** |  |  |  |

\*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. 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.