**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7500

**Course Title:** Special Topics: Crisis Intervention & Prevention

**Credit Hours:** 3 Semester hours

**Prerequisites:** None

**Co-requisites:** None

**Semester/Year:**  Spring 2011

**Class Scheduled Meeting:** Monday 4:00 – 6:50 pm Haley 1126

**Course Instructor:** Kathy D. Robinson, PhD, LPC

**Office**: 2016 Haley Center

**Contact**: [kdr0002@auburn.edu](mailto:kdr0002@auburn.edu)

334-844-2880

**Office Hours:** By Appointment

**2. Date Syllabus Prepared:** August 2009, Revised July 2010, Revised August 2010, January 2011

**3. Text(s) :**

**Required:**

Jackson-Cherry, L.R. & Erford, B. T. (2010). *Crisis Intervention and Prevention.*

Upper Saddle River, New Jersey: Pearson Education, Inc.

**4. Course Description:**

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

**5. 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\*;
2. Understand the effects of crises, disasters, and other trauma-causing events on persons of all ages \*;
3. Awareness of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;\*;
4. Understand crisis intervention theories and models, including the use of psychological first aid strategies.\*
5. Demonstrate skills related to crisis intervention and suicide prevention models, including the use of psychological first aid strategies\*;
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events\*;
7. Demonstrates the ability to use procedures for assessing and managing suicide risk\*;
8. Awareness of the impact of advocacy and diversity in the process of crisis management and intervention.

Please note: \*refers to CACREP 2009 standards

**6.** **Course Content Outline:**

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | Class Topic: | Reading Due: | Assignment Due: |
| 01/10 | Introductions, Syllabus, Overview |  |  |
| 01/17  Week 2 | HOLIDAY – M. L. King Day  Podcast/Video (TBA)  and Discussion Forum |  | 6 posts: Closes 01/23 midnight |
| 01/24 | Elements of Crisis Intervention | Chapters 1-3 |  |
| 01/31  Week 4 | Podcast/Video (TBA)  and Discussion Forum |  | 6 posts: Closes 2/06 midnight |
| 02/07 | Grief and Loss | Chapter 4 | * **Journal #1 due by noon 02/07** |
| 02/14  Week 6 | Podcast/Video (TBA)  and Discussion Forum |  | 6 posts: Closes 2/20 midnight |
| 02/21 | Suicide/Homicide Interventions with Adult/Elderly Populations | Chapter 5 &  Outside Readings | * **Journal #2 due by noon 02/21** * **Assessment Reviews** |
| 02/28  Week 8 | Podcast/Video (TBA)  and Discussion Forum |  | 6 posts: Closes 03/06 midnight |
| 03/07 | Suicide/Homicide Interventions with Children/Adolescent Population | Chapter 5 & Outside Readings | * **Journal #3 due by noon 03/07** * **Assessment Reviews** |
| 03/14  Week 10 | SPRING BREAK - NO CLASS |  |  |
| 03/21 | Intimate Partner Violence (IPV)  Sexual Assault and Sexual Abuse Survivors | Chapter 6-7 | * **Assessment Reviews** |
| 03/28  Week 12 | Podcast/Video  and Discussion Forum |  | 6 posts: Closes 04/03 midnight |
| 04/04 | Substance Abuse  Military and Veterans | Chapter 8 | * **Journal #4 due by noon 04/04** * **Assessment Reviews** |
| 04/11  Week 14 | Podcast/Video  And Discussion Forum |  | 6 posts: Closes 04/17  Midnight |
| 04/18 | Emergency Preparedness and Response | Chapter 9 | * **Journal #5 due by noon 04/18** * **Assessment Reviews** * **Crisis Resource Guides** |
| 04/25 | TBA |  |  |

**7. Assignments:**

**The expectation is held that students will demonstrate mastery of all course objectives through:**

1. ***Podcasts/Videos/Discussion Forum***

Students will view a total of 12 podcasts and/or videos over the course of the semester. A discussion forum will be hosted on Blackboard for students to submit questions or comments about the **content** of the podcasts/and or videos. It is encouraged for students to research and review peer reviewed articles related to the podcast/video topics to expand their knowledge and enhance discussion.

Links to the podcasts/videos will be provided on Blackboard (Discussion) as per dates on the Course Content Outline. Students are required to submit 3 postings **per** podcasts and/or videos for that week.

The first post for each podcasts and/or videos should be **NO later than 48 hours** after the links have been provided on Blackboard. Potential points for sequential postings will be limited to **1 post a day** **per podcasts or videos** up to the closing period; however, students are not limited to the number of postings per day. Students are encouraged to make as many posts as they desire to fully engage and benefit from these discussions.

**Substantive Postings**: A post can be as long as you like, however it is best to keep them fairly short and succinct. Simply saying “hello” or “I agree” is not considered a substantive contribution. Students should support their position when posting to the discussion. At the same time, short comments are a natural part of any discussion but in terms of your points earned, **if most of your posts are short and lack substance, this will affect points earned.**

1. ***Assessment Reviews***

Crisis Assessments will be assigned to each student at the beginning of the semester. On assigned due date, student will present a brief overview of the assessment in class. Overview of the assessment should include, if available, its purpose/use, author or organization, accessibility (purchase, website), population best suited for, and advantages and disadvantages of the assessment and other information deemed important. Students must include references (APA style) on the report. The in class review should last no longer than 10 minutes. On review date, student will submit to instructor and peers a hard copy of the 1 page report of the assessment. An APA title page is not required. Please use the following heading for the report:

**Name of Assessment Students Name Date**

1. ***Journal Writing***

There will be five journal assignments due after viewing/listening to the respective video/podcast assignments. Guided questions will be provided, and students will not be limited to thoughts and feelings prompted by the questions. There is no right or wrong way to write a journal except that there is evidence that the student has applied effort, deep reflection and thought more than minimalistic responses to questions.

Many clinicians report fear and apprehension about working with suicidal clients, and grief and trauma associated with hearing about suicide tragedies can potentially stimulate strong reactions. The instructor is counting on students to not only journal as a way of managing these feelings, but also to alert if the need for extra consultation about the subject. **Refer to journal guidelines on the last page of the syllabus.**

1. ***Crisis Resource Guides for Toolbox***

Students will be assigned a specific risk population or target group for crisis or suicide intervention. Students will create a one to two page resource guide which will include websites, chat rooms, organizations (local, state and national), books, peer reviewed articles, assessments and other sources deemed important to include in the guide as it relates to these populations. APA Style is required for each source (refer to Chapter 7 of the Publication Manual of the American Psychological Association). After each resource, students are to provide a brief description (2 to 3 sentences) describing the resource. Each student is expected to provide a **minimum** of 12 resources in the guide. Additional points cannot be earned for more than 12 resources; however, points can be deducted from guides with less than 12 resources. Instructions for submittal of guides will be given later in the semester.

**8. Rubric and Grading Scale:**

Please note: Course assignments are due 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 **ONE LETTER GRADE** per day, with no assignments accepted more than 1 week past the due date. Please refer to 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.

Assessment Review 100

Crisis Resource Guide 20 points per resource: 12 TOTAL 240

Podcasts/Videos 10 points per POST: 36 TOTAL 360

Journal Writing 50 points per ENTRY: 5 TOTAL 250

**TOTAL 950**

The following scale will be used:

855-950 =A

760-854 =B

665-759 =C

570-664 =D

Below 570 =F

**9. Class Policy Statements:**

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
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. ***An*** ***unexcused absence will result in a reduction of one letter grade at the end of the semester.*** Please see the *Tiger Cub* 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 *Tiger Cub* 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 special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 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

**10. 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.

**Journal Guidelines**

In order to support the integration of course content, you are required to submit 5 journals over the course of the semester. **Papers that do not meet guidelines 1 through 5 will receive an automatic grade of zero.**

**1.** Journals must be two full, double-spaced pages in length. No title page is required.

**2.** Journals must adhere to APA margins.

**3.** Journals must be typed in 12-point **Times New Roman** font.

**4.** The journal heading must be typed on one line across the top margin (1st line) of the page. You may place only one blank line between your heading and the beginning of your Journal. Use the following heading for your journal:

**Name Journal # Date**

**5**. Journals must be stapled and printed in black ink.

6. Hard copies are due as per date on course content schedule.