

AUBURN UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING
SYLLABUS
Spring Semester 2012

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

Instructor: Melanie M. Scherer Iarussi, Ph.D., LPC
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Office Hours: Monday and Thursday 2-4pm

Texts:

Required: Jackson-Cherry, L., & Erford, B. (2010). *Crisis intervention and prevention*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Recommended: Roberts, A., & Yeager, K. (2009). *Pocket guide to crisis intervention*. New York, NY: Oxford University Press.

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. Understands 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. Understands the impact of crises, disasters, and other trauma-causing events on people. (CMHC.A.9)
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. (CMHC.C.6)
7. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event. (CMHC.K.5)

8. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (CMHC.L.3)
9. Demonstrates the ability to use procedures for assessing and managing suicide risk. (CMHC.D.6)
10. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (CMHC.F.3.)
11. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (CMHC.H.3.)
12. Understands 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.

Assignments/Projects:

1. **Midterm/Final:** A midterm and final will be used in this course to assess students' knowledge, awareness, and ability to apply course content.
2. **Wellness Plan:** Reflect on and assess your current self-care. Consider physical, mental, emotion, spiritual, and relational components. Identify your strengths and need for improvement and develop a wellness plan.
 - a. Document the wellness plan and follow it this semester. **Due 1/30/12**
 - b. At the end of the semester, reflect once again on your current self-care. How well did you follow your wellness plan? What roadblocks did you encounter? How did you overcome them or what might help you overcome them in the future? What did you find helpful about creating and maintaining a wellness plan? **Due 4/9/12**
3. **Surviving Client Suicide:** 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>. Write about your reactions, personally and professionally, to these accounts. **Due 2/20/12**
4. **Crisis memoir analysis:** Read a book about someone's experience of crisis. You may select from the provided reading list or make another selection with the instructor's approval. After reading the book, complete an analysis of the book outlining the components of crisis discussed in the class that are applicable. Describe the services the protagonist received to help him or her through the crisis and evaluate the effectiveness of the services. Describe how you might have treated this person if you were to have encountered them in the midst of his or her crisis. Follow the grading rubric provided. (minimum of 5 pages) **Due 3/26/12**
5. **Recent crisis group project:** Research a specific recent crisis that has been discussed in the news (wildfires, sexual abuse cases, suicide, military issues, tornadoes, etc.). In a 30-45 minute presentation, apply knowledge learned in class and at least 10 additional sources (reference page must be provided) to describe each of the following areas (**Due 4/16/12**):
 - a. The crisis or critical incident
 - b. The anticipated experiences and needs of the survivors
 - c. Legal or ethical issues involved in the case
 - d. Environmental and developmental influences
 - e. Appropriate assessments of the survivors
 - f. How mental health professionals might be helpful
 - g. Possible helpful referrals

Grading and Evaluation:

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 5% 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. Student's final evaluation is based on these components.

Midterm	50
Final	50
Wellness Plan Part A	10
Wellness Plan Part B	10
Surviving Client Suicide	10
Crisis Memoir Analysis	50
Recent Crisis Group Project	<u>70</u>
TOTAL	250

The following scale will be used:

225-250	=A
200-224	=B
175-199	=C
150-174	=D
149 and Below	=F

Class Policy Statements:

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
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 University Policies <https://sites.auburn.edu/admin/universypolicies/default.aspx> 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 University Policies <https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx> 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 accommodations are asked 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 PSD office, 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:
 - a. Engage in responsible and ethical professional practices
 - b. Contribute to collaborative learning communities
 - c. Demonstrate a commitment to diversity
 - d. 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.

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.

Course Schedule:

Week	Date	Content	Readings/Assignments Due
1	1/9/12	Welcome and Orientation Introduction to Crisis Intervention	
2	1/16/12	Martin Luther King, Jr. Day – No class	
3	1/23/12	Overview of Crisis Intervention Counselor Safety and Self- Assessment	Ch. 1 & 2 (p.25-33; 50-53)
4	1/30/12	Ethical and Legal Issues Crisis Intervention Skills	Ch. 2 (p. 33-49) & 3 Herbert & Young (2002) Wellness Plan Part A Due
5	2/6/12	Grief and Loss	Ch. 4
6	2/13/12	Intervention with Suicidal and Homicidal Clients	Ch. 5
7	2/20/12	Intervention with Suicidal and Homicidal Clients	TIME Article: A Memoir of Schizophrenia Lewis (2007) Supplemental: Hyldahl & Richardson (2011) Surviving Client Suicide Reflection Due
8	2/27/12	MIDTERM EXAM	
9	3/5/12	Intimate Partner Violence Military Issues	Ch. 6 Readings TBD
10	3/12/12	Spring Break – No class	
11	3/19/12	Sexual Assault	Ch. 7 (p. 165 – 175)
12	3/26/12	Sexual Abuse	Ch. 7 (p. 176 – 192) Neigh, Ritschel, & Nemeroff (2010) Crisis Memoir Analysis Due
13	4/2/12	Substance Abuse and Dependence in Crisis Situations	Ch. 8
14	4/9/12	Emergency Preparedness	Ch. 9 Wellness Plan Part B Due
15	4/16/12	Recent Crisis Group Presentations	
16	4/23/12	FINAL EXAM	