**AUBURN UNIVERSITY**

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

**SYLLABUS**

**Summer Semester 2015**

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| **Course #:** | **COUN 8970 003** |
| **Course Title:** | **Advanced Crisis Management** |
| Credit Hours: | 3 credit hours |
| Co/Prerequisites: | None |
| Corequisites: | None |
| Date Syllabus Prepared: | May 2015 |

**Instructor:** Melanie M. Scherer Iarussi, Ph.D., LPC

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Phone: (334) 844-2880

Office: 3010 Haley Center

Office Hours: By appointment

**Required Readings:**

American Red Cross and the Federal Emergency Management Agency. (2004). *Preparing for disaster for people with disabilities and other special needs.* Authors.

Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., Vernberg, E., & Watson, P. (National Child Traumatic Stress Network and National Center for PTSD). P*sychological First Aid: Field operations guide* (2nd ed.). Authors.

Cornell, D. (2010). Threat assessment in college settings*. Change, 42*, 8-15.

Cornell, D., & Allen, K. (2011). Development, evaluation, and future directions of the Virginia student threat assessment guidelines. *Journal of School Violence, 10*, 88-106. doi:10.1080/15388220.2010.519432

Handmer, J., Loh, E., & Wei, C. (2007). Using law to reduce vulnerability to natural disasters. *Georgetown Journal on Poverty Law & Policy*, *14*(1), 13-38.

McGlothlin, J. Emergency preparedness and response in the community and workplace. In Jackson-Cherry, L. R., & Erford, B. T. (Eds.). *Crisis Assessment, Intervention, and Prevention (2nd ed.).* Upper Saddle River, NJ: Pearson (pp. 245-265).

**Recommended Readings:**

Federal Emergency Management Agency. (2003). *Building a disaster resistant university.* Author.

McEntire, D. (2007). The Importance of Multi- and Inter-disciplinary Research on Disasters and for Emergency Management. In McEntire, D. (Ed.). *Disciplines, disasters, and emergency management: The convergence and divergence of concepts, issues, and trend from the research literature.* (pp. 3-14). Springfield, IL: Charles C. Thomas Publisher, Ltd.

Rugala, E. A., & Isaacs, A. R., U.S. Department of Justice. *Workplace violence: Issues in response*. Quantico, Virginia: Authors.

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.

U.S. Department of Education, Office of Safe and Drug-Free Schools. (2010). A*ction guide for emergency management at institutions of higher education.* Washington, D.C.: Author.

U.S. Department of Health and Human Services. (2004). *Mental health response to mass violence and terrorism: A training manual.* DHHS Pub. No. SMA 3959. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.

U.S. Department of Homeland Security. (2013). *Threat and hazard identification and risk assessment guide: comprehensive preparedness guide* (CPG) 201 (2nd ed.). Author**.**

**Course Description:**

Students will learn about various facets of crisis management including system-wide crisis prevention and planning, threat management, and crisis response. Students will attain skills to be able to develop crisis-related policies when assuming leadership and administrative positions in school, mental health, and, rehabilitation, and higher education settings.

**Course Objectives:**

Through assigned readings, in-class exercises, and satisfactory performance of class projects, students will demonstrate knowledge 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 (CACREP 2009 Standard II.G.1.c)
* Crisis intervention and suicide prevention models, including the use of psychological first aid strategies (II.G.5.g)
* Principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CMHC C.6)
* Potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention (SC C.6)
* School and community collaboration models for crisis/disaster preparedness and response (SC M.7)

**Course Requirements:**

1. **Readings.** Students are expected to read the required assigned articles, handouts, and view PowerPoint lectures when assigned.
2. **Class attendance and participation.**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 (i.e., the instructor is notified). Each additional absence will result in a 10 pt. deduction from the student’s overall grade.
3. **Diversity and Crisis Paper & Discussion** (25 points). Students will select a topic that focuses on the social and/or economic impacts of a specific crisis incident on a specific group of people. Students will write a paper exploring the specific issue, including the following components: **a) a description of the problem and b) an exploration of possible solutions/mitigating actions from a mental health and multidisciplinary perspectives.** Papers will be 7-10 pages long, not including reference or title pages. Papers must be written in APA style 6th edition formatting. At least 8 scholarly sources (e.g., peer-reviewed articles, books) should be used and a reference page must be provided. Papers will be submitted on Canvas by the start of the class period. **In class, students will be prepared to present (using PowerPoint or similar presentation format) and discuss with their classmates five key learning points from this assignment.** The following are examples of topics from which students may choose or use as a basis from which to develop a topic of interest to them:
   1. The relationship between mental illness and crisis events (e.g, public shootings/homicide, prisons being used as mental health treatment facilities, mental health courts)
   2. Veterans experiencing crises after returning from deployment and entering higher education
   3. The impact of socioeconomic status after experiencing a crisis event (e.g., natural disaster, act of violence)
   4. Indigent populations being forced to relocate
   5. The needs of people with disabilities to recover from crisis incidents
4. **Crisis Management Plan.** Students will work in assigned groups to develop a comprehensive crisis management plan for one specific workplace. Crisis Management Plans should apply information covered over the course of the semester in addition to including other scholarly and reference material. Each section of the plan should be added to previous sections so that students ultimately have one document comprised of all four sections at the end of the semester. This evolving document should be submitted to the instructor via Canvas by class time on the designated due dates. Only one submission is needed per group. The components of the plan will be as follows:
   1. Section 1 (15 points)
      1. Description of the workplace (school, higher education institution, mental health agency, etc.) and the population served
      2. Statement of the purpose of the crisis management plan
      3. Goals & objectives of crisis management plan
      4. Description of the persons involved in crisis preparation/response team
      5. A definition of “crisis” or similar term to clearly outline when the crisis management plan will be enacted
   2. Section 2 (25 points)
      1. Assessment of the risks and needs of the institution/agency
         * Include description of the assessment plan and findings
      2. A description of the 3 most anticipated types of crises incidents
      3. Anticipated reactions and needs of the population for each of the 3 crises incidents identified
      4. Considerations for diverse populations (e.g., students with disabilities, people living in poverty, clients with severe mental illness) for each of the three crisis incidents
      5. Prevention and/or mitigation strategies for each of the three crisis incidents
   3. Section 3 (25 points)
      1. Line of communication within crisis management team and within and outside the institution
      2. Roles and responsibilities of each team member in crisis response
      3. Procedures for each type of crisis identified in Section 2
      4. Resources for population (e.g., Handouts)
      5. External agency partnerships (if any)
   4. Section 4 (10 points)
      1. Debriefing process for crisis team
      2. Evaluation plan
      3. Crisis response checklist

\*\*In addition to the plan itself, each group member is required to submit a **Group process report** (see form on Canvas)to the course instructor via Canvas. This report requires students to comment on the group process and contributions of each group member.

**Grading and Evaluation:**

**Assignment Point value**

Social/Economic Issues Paper and Discussion 25

Crisis Management Plan

Section 1 15

Section 2 25

Section 3 25

Section 4 10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Total 100 points**

The following scale will be used:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60% = F

**Class Policy Statements:**

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in a 10 point grade reduction. 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 Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions.
4. 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.
5. 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.
6. 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).
7. 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.
8. 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
9. 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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| **Class** | **Date** | **Content** | Readings**/Assignments** |
| 1 | 5/19/15 | Introduction to Crisis Management  Overview of Crisis Response Planning | Optional reading: McEntire (2007) |
| 2 | 5/21/15 | Crisis Planning  Crisis Response Teams  Assessment of Needs and Preparedness  Crisis Prevention & Mitigation   * Policies for Reporting Emergencies (lines of communication/media, memorials, etc.) * Suicide/Homicide/Threat Management Assessments | Cornell (2010)  Cornell & Allen (2011)  Find and read 1-3 crisis management plans.  **Bring in one crisis management plan to critique** |
| 3 | 5/26/15 | Types of Crises  Common Human Responses and Needs  Considerations for Diverse Populations | McGlothlin (2014)  Handmer et al. (2007)  Preparing for Disaster for People with Disabilities and other Special Needs (FEMA & American Red Cross) |
| 4 | 5/28/15 | Crisis Responses   * Active Shooter Response * Psychological First Aid * Critical Incident Stress Debriefings | Psychological First Aid Manual |
| 5 | 6/2/15 | *Guest Speaker:*  Chris O’Gwynn, Associate Director  Auburn University Risk Management & Safety  Social and Economic Issues  Emergency Aids and Resources | **Diversity and Crisis Paper and Discussion** |
| 6 | 6/4/15 | *Guest Speaker:*  Chance Corbett, Emergency Manager, Auburn University Department of Safety and Security  Develop Crisis Plan Development, Section 1 |  |
| 7 | 6/9/15 | *Guest Speaker/QPR Training:*  Dr. Doug Hankes, Director of Auburn University Student Counseling Services  Develop Crisis Plan Development, Section 2 | **Crisis Plan Development, Section 1 Due** |
| 8 | 6/11/15 | Develop Crisis Plan Development, Section 3 | **Crisis Plan Development, Section 2 Due** |
| 9 | 6/16/15 | Develop Crisis Plan Development, Section 4 | **Crisis Plan Development, Section 3 Due** |
| 10 | 6/18/15 | Submission of Final Project & Group Process Report | **Crisis Plan Development, Section 4 Due (Submission of final plan)**  **Group process report due** |

**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:**

Due to the nature of this course, 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.