



Crisis Counseling

COU/PSY 6817

Total Credit Hours: 3

Classroom:

Instructor

Course Description

This course is designed to provide the student with a theoretical and practical background in crisis intervention in both school and community settings.

Rationale for Course

This course is designed to provide an examination of diverse crisis situations along with assessment and treatment strategies used by counselors to assist individuals, groups and organizations in managing and resolving those crises. The course is especially relevant to providing counseling and human services in response to natural disasters, accidents, and upheaval in schools and workplaces.

Learning Objectives

At the conclusion of the course, the student should be able to:

- 1) Student will be able to discuss the different theoretical approaches to crisis prevention and intervention; multidisciplinary responses to crises, emergencies, or disasters.
- 2) Student will be able to discuss cognitive, affective, behavioral, and neurological effects associated with trauma.
- 3) Student will be able to identify case management systems of care for those severely incapacitated with a mental health disorder, public and private services for those severely impacted with a mental health disorder, community resources for victims of abuse, disaster and trauma response, advocacy for those severely impacted by mental health disorders, and collaborative treatment.
- 4) Student will be able to identify community resources, including brief, intermediate, and long-term approaches for trauma and crisis counseling.
- 5) Student will be able to apply assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster.

Academic Standards (CACREP 2016):

Section 2 Professional Identity

- F.1.b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- F.1.c Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team
- F.1.i. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- F.2.a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.
- F.3.g. Effects of crises, disasters, and other trauma-causing events on persons of all ages.
- F.6.l. Suicide prevention models and strategies
- F.5.m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

Section 5,C. Clinical Mental Health Counseling

- V.C.2.f. Impact of crisis and trauma on individuals with mental health diagnosis

Section 5, F. Marriage, Couple, and Family Counseling

- V.F.2.g. Impact of crisis and trauma on marriages, couples, and families

Section 5, G. School Counseling

- V.G.2.e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

Prerequisites

Completion of the qualifying courses or consent of the instructor.

Instructional Materials

Gilliland, B. E., & James, R. K. (2017). *Crisis intervention strategies*. Pacific Grove, Calif: Brooks/Cole Pub. Co.

Methods of Instruction

Instructional methods for this course may include:

- A. Interactive lecture
- B. Discussion
- C. Case study
- D. Demonstration
- E. Audio-visual recording and presentation
- F. Group work
- G. Dyadic work and role play
- H. Student presentation
- I. Computer application
- J. Research and analysis
- K. Written assignment
- L. In-class exercises
- M. Personal reflection

Methods of Evaluation

Objectives will be assessed through multiple means: verification of class attendance and participation, satisfactory completion and timely submission of assignments, and satisfactory performance on examinations.

Attend class and participate in class discussions. Because each class meeting is the equivalent of almost three hour-long meetings, and because there are experiential dimensions to this course, absences greatly affect potential student gains. The student is therefore expected to attend all class meetings. In case of illness or emergency, please notify the instructor prior to class. Alternative assignments may be made in case of an absence.

Complete all reading assignments. Readings should be completed prior to their due date since they will form the basis of classroom discussions.

Complete weekly assignments and bring them to class. Important learning experiences are self-guided and involve outside-of-class exercises and activities. By bringing the materials to class, the student is prepared to share information and insight.

Demonstrate mastery of course content through satisfactory scoring on examination.

Examinations will be used to measure progress and identify learning needs. Examinations will be scheduled for particular dates. Make up examinations may be arranged at the discretion of the instructor. Simply not being prepared is not an excuse to miss and request a make-up exam. I expect that only for rare emergencies, a student would miss an exam. University policy will be followed for missed exams.

Grades will be given based on student performance in class, homework assignments, examinations, bibliography, and presentation. **Students may turn in assignments late. However, 10 points per calendar day will be deducted from the assignment until it is turned in to the professor. If you do not turn in an assignment, please email on the day it is due, notifying me that you will be late turning in your assignment and provide an estimated day that you anticipate turning in the assignment.**

Key Performance Indicators (KPI's): Key performance indicator assignments are integrated throughout the curriculum in all master's level counseling programs. These assignments are meant to check your academic progress throughout your time in the program & help prepare you for the CPCE/NCE core areas. **All students must score a B or better on any assignment labeled as a KPI. If you do not score a B or better, you are required to repeat the assignment per the Department of Counseling. If you do not score a B or better on the second attempt, you will be placed on a formal academic remediation plan.**

MC Syllabus Statement

The MC Syllabus contains all policies and procedures that are applicable to every course offered by Mississippi College, both on campus and online. The policies in the MC Syllabus describe the official

policies of the University as they relate to instruction and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The MC Syllabus may be accessed at any time on the MC website at the following: <https://www.mc.edu/provost/mcsyllabus>.

Grading Policy

Attendance/Participation	40 points
8 Reflection Assignments	160 points or 20 points each
Annotated Bibliography	200 points
Phone Call and Presentation	100 points
Crisis Certification	100 points
Mid-term	200 points
Final Exam	200 points
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Total	1000 points

Grading scale:

940-1000 = A

870-930 = B+

800-860 = B

730-790 = C+

660-720 = C

590-650 = D

580 and Below = F

Assignments

Examinations

(Standards Addressed: F.1.b., F.1.c., F.1.i., F.1.l., F.2.a., F.3.g., F.5.l., F.5.m., C.2.f., F.2.g., G.2.e.)

There will be two examinations related to textbook readings and class lectures in this class. The first exam will cover chapters 1-12 and the second exam will cover chapters 13-19. Questions will be derived from the concepts covered in class lectures, handouts, and textbook readings from these chapters. Multiple choice questions, short answer and fill in the blank will be utilized on the exams.

Annotated Bibliography

(Standards addressed: F.1.b., F.1.c., F.1.i., F.1.l., F.2.a., F.3.g., F.5.l., F.5.m., C.2.f., F.2.g., G.2.e.)

The student will create an annotated bibliography consisting of 10 reference resources. The bibliography is to consist of both current and benchmark materials. No more than 6 of the references reviewed may come from electronic journals. All citations must be consistent

with the American Psychological Association (7th Edition) citation standards. Please arrange for an electronic copy of the bibliography to be provided for course participants. No two students will be researching the same topic.

Course participants will choose from one of the following subject areas to be approved by the instructor: 1. Disability issues; 2. Suicide (Select a specific age cohort such as adolescent, college aged, mid-life, elderly); 3. Enactment of the Advanced Declaration (Living Will); 4. Post-trauma symptomatology; 5. Current treatment of PTSD; 6. Multicultural concerns in crisis intervention; 7. The role of spirituality/religion in adaptation to trauma; 8. Bereavement - normal vs. complicated; 9. Caregiver fatigue; 10. Trends in victimology; 11. Survivor/victim issues associated with one of the following categories: homicide, domestic battery, relationship violence including stalking, sexual assault as adult or child, hate crimes; 12. Emergency medical and public safety intervention models; 13. DSM-5-TR diagnosis categories and related issues; 14. Disaster response (agencies and models); 15. Assessment of trauma history and impact of events; 16. Intervention and treatment outcome studies; 17. Impact of trauma on early childhood; 18. Public/private school intervention models; 19. Role and efficacy of community/national hot line services; 20. Certification of crisis/trauma intervention specialists; 21. The neuropsychological response to trauma/current trends in research; 22. Post-trauma growth 23. Other suggested topics will be considered by professor, but approval must be made **prior to the assignment completion.**

Phone Call and Presentation

Student will interview a trauma/crisis intervention service provider in the area or out-of-state. The presentation should review such topics as: types of services provided, organizational structure, training and certification/licensure requirements of personnel, types of stress experienced in the profession, peak seasonal stress periods, work hours, and services provided to the staff to reduce fatigue. Prior approval by the instructor is needed to assure that course participants are not interviewing the same center/clinic and to increase the diversity of exposure to community resources. Each student will be required to have their presentation in a handout form for each class member. These will be a great addition to your “toolbox”.

Crisis Certification

(Standards Addressed: F.1.b., F.1.c., F.1.i., F.1.l., F.2.a., F.3.g., F.5.l., F.5.m., C.2.f., F.2.g., G.2.e.)

Student will obtain the following crisis certification:

- Psychological First Aid

The training can be found at the following websites free of charge:

<https://learn.nctsn.org/course/index.php?categoryid=11>

The certificate will need to be printed off and turned in.

Reflection Papers

Student will write a total of 8 reflection papers pertaining to a topic discussed in class or a journal article for review. The reflection paper should be at least 250 words, single spaced on a page, not to exceed the one-page length. **DO NOT GO OVER ONE PAGE.** You are not required to cite references. This paper is a personal reflection/real world application/demonstration of understanding and application and will be graded for completion.

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.]

Additional Course Policies

ATTENDANCE

Class attendance is an essential part of college education and students are expected to attend regularly and punctually. Individuals learn through active participation and involvement. There will be experiential components of this course. Cumulative absences will result in a lowered grade or loss of credit for the course.

The university policy will be followed concerning absences. A student will receive an F in a class immediately when absences, whether excused or unexcused [including university functions], exceed 4 class meetings. Tardiness will not be excused. If a student is late to the class and is marked absent during roll call, that student will be considered absent for the class.

The last day to drop a course for the semester is listed in the current class bulletin. Students cannot withdraw after that date with a W (passing) unless the three following criteria are met:

Extenuating circumstances (clearly outside of student's control);

Passing the course at the time of withdrawal; and

Does not have excessive absences at the time of withdrawal.

SPECIAL NOTE ON COMPUTER AND CELLPHONE USE

Learning science has shown the importance of being present in the learning environment not only physically and academically, but also interpersonally and intrapersonally. Computer screens can be a barrier to fully engaging in the construction of knowledge. During class, therefore, laptops will only be allowed for taking notes. Please refrain from using computers for surfing the Internet, instant-messaging, e-mail, etc. The use of cell phones during class is strictly prohibited. If you must carry these items on your person, please turn them off or place them in silent mode. Recording or broadcasting live all or part of the class in any manner, such as audio or video recordings is strictly prohibited.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Student and instructor experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

Best Practices

Mississippi College has a number of resources available for students to help students meet their academic, personal and professional goals, including but not limited to: Mississippi College Library, Mississippi College Writing Center, Student Success, Career Services, and Mental Health Services.

Standards of Academic Integrity

Mississippi College students are expected to be scrupulously honest. Dishonesty, such as cheating or plagiarism, will be regarded as a serious offense subject to severe penalty,

Plagiarism

No student shall submit as his or her own work any term paper, research paper, thesis or other academic assignment of original work in that in any part is not if in fact his/her own work. Knowingly using the ideas of another person and offering them as one's own original ideas is prohibited by this policy to the same extent as knowingly using the words of another writer and offering them as one's own original writing (University Policy 2.19, Mississippi College: Policies and Procedures).

Ethical Standards

All of the graduate courses offered by the Department of Psychology and Counseling at Mississippi College adhere to the current standards of the American Counseling Association (ACA). The 2014 ACA Code of Ethics is available for download at <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Papers and presentations in the course will be guided by the current edition of the Publication Manual of the American Psychological Association 7th Edition. American Psychological Association. (2019). *Publication manual of the American Psychological Association (7thed.)*. Washington, DC: Author.

The ethics of scientific publication are presented in the manual (American Psychological Association, 2010, pp 11-18). Additional information on professional writing may be obtained from <http://www.apastyle.org>. Codes, as well as updates and other resources are available for review or downloading at <http://www.apa.org/ethics/code/index.aspx>.

Course Outline / Schedule

DATE	TOPICS	READINGS	DUE
<i>Week 1:</i>	Ice Breaker/Syllabus		
<i>Week 2:</i>	Crisis Intervention/ Multicultural Perspective	CH. 1-2	Reflection Due
<i>Week 3:</i>	Intervention and Assessment Models/Tools of the Trade	CH. 3-4	Reflection Due
<i>Week 4:</i>	Crisis Case Handling/ Telephone and Online Crisis Counseling	CH. 5-6	Reflection Due
<i>Week 5:</i>	Crisis of Lethality	CH. 8	Reflection Due
<i>Week 6:</i>	Sexual Assault/Partner Violence	CH. 9-10	Psychological First Aid Certification Due
<i>Week 7:</i>	PTSD	CH. 7	Reflection Due
<i>Week 8:</i>	MID-TERM		EXAM
<i>Week 9:</i>	Family Crisis Intervention/ Personal Loss: Bereavement & Grief	CH. 11-12	Reflection Due
<i>Week 10:</i>	Legal and Ethical Issues/ Human Services Workers	CH. 15-16	Annotated Bibliography Due
<i>Week 11:</i>	Disaster Response/ Addiction Crisis	CH. 17-18	Reflection Due
<i>Week 12:</i>	Crises in Schools/ Violent Behavior in Institutions/ Crisis and Hostage Negotiations	CH. 13,14,19	Reflection Due
<i>Week 13:</i>	Presentations		Phone Call Presentations

<i>Week 14:</i>	Presentations		Phone Call Presentations
<i>Week 15:</i>	<i>Thanksgiving Break NO CLASS</i>		<i>Self-Care; Psalm 107:1</i>
<i>Week 16:</i>	FINAL EXAM		EXAM

Disclaimer

The instructor reserves the right to modify the schedule proposed in the syllabus as necessary. Modifications will be provided in writing.