

**AUGUSTA STATE UNIVERSITY**  
**College of Education**  
**Department Educational Leadership, Counseling and Special Education**  
**Counselor Education Program**

**COUN 6770: Crisis Intervention Counseling Syllabus**  
**3 Semester Hours (3-0-3)**  
**Fall 2009**

**8-week course, Mondays, October 12-November 30, 2009, 5:00-9:00 p.m.**  
**University Hall Room 328**

**INSTRUCTOR:** Yulanda Williams, Ed.D., LPC, NCC, CRC      Home: 706-869-1954  
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Virtual Office hours: I check my e-mail several times during the day throughout the week. Therefore, feel free to drop me an e-mail with questions about lectures, questions about the syllabus, or just to say hello.

**COURSE DESCRIPTION:** This course is designed to prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students will learn that crisis interventions are founded on theory and will be able to apply theory to crisis intervention techniques. Special attention will be paid to counseling approaches for use with circumstantial and developmental life crises in both school and community settings.

**TEXTBOOKS**

1. James, R. K. & Gilliland, B. E. (2008). *Crisis intervention strategies* (6<sup>th</sup> ed.). Belmont, CA: Brookes/Cole.
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Textbook will be used during class, so please bring text to each class meeting.

**LIVETEXT REQUIREMENT**

All students enrolled in programs in the College of Education are required to purchase the LiveText system through the bookstore. LiveText is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload portfolio and other documents to the LiveText system prior to graduation. The Live Text system works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to your computers.

**COURSE OBJECTIVES:** The student will be able to:

1. Discuss the meaning of crisis, characteristics of a crisis, basic theories of crisis and crisis intervention, and crisis intervention models;
2. Demonstrate basic crisis intervention skills and assess client mental status and functioning;

3. Examine the differences between crises case handling and long-term case handling, as well as the ethical and professional issues involved in managing crisis situations;
4. Examine the roles and function of the counselor, and examine effective interventions in specific crisis situations, including violent behavior in institutions, suicide, sexual assault, domestic violence, substance abuse, school violence, grief and bereavement, hostage crises, terrorist situations, HIV/AIDS issues, and developmental crises;
5. Demonstrate the use of effective crisis intervention techniques through variety of modalities;
6. Examine the role of the counselor as consultant, and demonstrate an understanding of the dynamics of critical incident stress management and debriefing and;
7. Examine and be able to interpret and report current research pertaining to crises management.

### **CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED IN THE COURSE**

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and or institutional mission, and continuously evaluated.

#### Conceptual Framework: Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions for, without educators, there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce prepared, able, and responsive professionals to teach diverse learners.

#### Element 1: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

#### Element 2: Able (AD)

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners.

#### Element 3: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

### **TECHNOLOGY COMPETENCIES (ISTE Standards)**

Students will:

3. Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.

5. Demonstrate knowledge of uses of computers for problem-solving, data collection, information management, communications, presentations, and decision-making.

9. demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.

11. Identify resources for staying current in applications of computing and related technologies in education.

### **PROGRAM SPECIFIC STANDARDS**

Through the assignments and field experience associated with this course, students will demonstrate knowledge, skills and dispositions associated with CACREP core areas Section II, G1 and BOR principles IIA(1), IIA(2), IIA(5).

### **Method of Instruction**

The method of instruction for the course will include lecture, role-plays, small group activities, guest speakers, videos and interaction and consultation with professionals through field experiences.

**COURSE SCHEDULE**

<b>Date</b>	<b>Reading Assignment</b>	<b>Topics and Activities</b>	<b>Assignments Due</b>
Day 1 10/12		Individual and Course Introductions Review Course Syllabus Crisis Intervention Icebreaker Crisis Intervention knowledge	Topics for Group Presentation Decided in Class
Day 2 10/19	Chapters: 1, 2	Approaching Crisis Intervention; Culturally Effective Helping; Case Scenario; Discussion of Group Presentations/Paper	Chapters: 1, 2
Day 3 10/26	Chapters: 3, 4, 5	Basic Crisis Intervention Skills; Crisis Case Handling; Telephone and Online Crisis Counseling;	Presentations
Day 4 11/2	Chapters: 6, 7, 8	Posttraumatic Stress Disorder; Crisis of Lethality, Sexual Assault	Presentations
Day 5 11/9	Chapters: 9, 10	Partner Violence; Chemical Dependency: The Crisis of Addiction	Presentations
Day 6 11/16	Chapters: 11, 12	Personal Loss: Bereavement and Grief; Crisis in Schools Guest Speaker: Demetria Johnson, MSW	Presentations
Day 7 11/23	Chapters: 13, 14, 15	Violent Behavior in Institutions; Crisis/Hostage Negotiation; Human Services Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue	Crisis Intervention Paper Due and Presentations
Day 8 11/30	Chapters: 16	Disaster Response; Final Exam	Presentations

**PERFORMANCE ASSESSMENT**

**Grades**

100 points	Attendance and Participation
300 points	Group Presentation
300 points	Crisis Intervention paper
300 points	Final Exam (Multiple Choice)
1000 points	TOTAL

Grading Scale: 900 pts. and above	A
800-899 pts.	B
700-799 pts.	C
600-699 pts.	D
599 or below	F

**Specific Assignment Descriptions**

**Class Attendance and Participation**

Each student will be assessed on attendance and in-class participation. Participation will be evaluated by the number and quality of your in-class contributions to small group and class discussions, as well as evidence of completing all reading assignments. It is expected that you will bring your textbook, your notebook, and your course outline to every class. There will be a five-point deduction made from your final grade (out of 100) for any absence from class. Students who participate meaningfully in class discussions, are punctual, and attend all classes are eligible for full points. Missing more than one class may result in withdrawal from the course by the instructor, in accordance with the Class Attendance Policy, p. 29, University Catalog.

**Group Presentation**

The ability to work in small groups is an integral aspect of this course. Each student in participation with at least one other student will prepare and deliver a presentation on a crisis topic selected from chapters 3-16 in *Crisis intervention strategies*. Each group will present a 25-30 minute presentation. Your grade will be based on your ability to collaborate with others, to gather important information, to accurately analyze information, to effectively communicate your ideas both in writing and through presentation.

*Presentation rubric attached.*

*Please be creative in your presentation (e.g. Handouts, power point presentations, role-play, videos etc.). Also note that there will be a need for each small group to meet together outside of class session time.*

**Crisis Intervention Paper**

Please follow the outline below for your paper. The paper should be double-spaced and 6-8 pages in length (not including title, abstract, and annotated bibliography pages). You will follow APA style and formatting guidelines set forth in the *Publication Manual of the American Psychological*

*Association (APA Manual)*, Fifth Edition. Include a title page, running heads, an abstract page, in-text citations, and a reference page.

1. Write a short description of a person, family or group in crisis. Include details such as the member/person's age, gender, ethnicity/race, marital status, and any other relevant descriptive information.
2. Describe the presenting problem, the crisis event, and classify the type of crisis (developmental, crises of loss, situational, etc.). Explain why this situation is considered a crisis.
3. Discuss how ethnicity, race, gender, age, class, sexual orientation, or other diversity issue may impact the client and the crisis intervention.
4. Describe your crisis intervention following the model of your choice. Write your intervention plan.
5. Write a conclusion to your intervention plan and tell at least two actions you take to avoid personal burnout.

Grades will be given according to the following: paper 300 points points. Your final grade will be determined by your ability to follow the established guidelines, summarize main points accurately, organize ideas, express clearly, and react thoughtfully.

### **Final Examination**

The final exam will consist of multiple choice questions based on readings from the textbook, class discussions, and class notes. The answers should demonstrate knowledge, understanding, and ability to apply the content covered up to this point in the course.

### **Other Important Information**

#### **Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 62 of the 2003-2004 Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

#### **Punctuality**

All assignments are due by the class period designated in the syllabus. Late papers will receive a five percent deduction from the final assignment grade per day that they are late. I will be happy to

read papers ahead of time and give you feedback, but will not allow rewrites of assignments once the due date is past.

### **Pipeline Accounts**

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

### **Department of Educational Leadership, Counseling and Special Education Website**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### **Writing Assistance**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

### **Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let me know promptly about problems or concerns with assignments or requirements of the course.

### **Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

### **Cell Phones/Laptop Computers**

Use of cell phones for calls, text messaging or other tasks is prohibited in class. Laptop computers may be used for note taking as long as they are not a distraction to students.

**Bibliography**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

Capuzzi, D. & Gross, D. R. (2000). *Youth at risk* (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.

Corey, G., Corey, M. S. & Callanan, P. (1998). *Issues and ethics in the helping profession* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Granello, D. H., & Granello, P. F. (2007). *Suicide: An essential guide for helping professionals and educators*. Boston: Pearson.

Kanel, K. (2003). *A guide to crisis intervention* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Kanel, K. (2007). *A guide to crisis intervention* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change*. New York: Guilford.

# Understanding for Teaching, Teaching for Understanding

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## WRITING RUBRIC

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Assignment: \_\_\_\_\_

	1-4	5	6-7	8	9-10	Score
<b>WRITING MECHANICS:</b>						
<b>Organization</b> – paper begins with an appropriate introduction. Transitions lead the reader through the paper in a logical way to a strong and rational conclusion. Details are appropriately placed and support premise of paper.						
___ Little sense of direction		___ <i>Sequence logical</i>		___ Sequence enhances understanding of topic		
___ Paragraphs do not cohere		___ <i>Paragraphs cohere most of the time</i>		___ Paragraphs cohere		
___ No transitions		___ May be missing transitions		___ Transitions work well		
___ Details do not relate to topic		___ Some details missing		___ Details fit/enhance piece		
___ No clear beginning/ending		___ Start/finish need improvement		___ Clear, inviting beginning/satisfying conclusion makes paper come full circle		
___ Noticeable information gaps						
<b>Word Choice / Sentence Structure</b> – writer has carefully chosen words specific to the topic. The paper flows smoothly, without monotony, when read aloud. Sentences are carefully crafted.						
___ Limited vocabulary		___ Vocabulary ordinary		___ Accurate, interesting, lively vocabulary, appropriate to topic		
___ Meaning difficult to determine		___ Words lack precision; meaning is lost occasionally		___ Strong, full, rich imagery as appropriate		
___ Wording often inaccurate		___ Clichés occasionally appear		___ Words are concise, eloquent		
___ Clichés appear frequently		___ Structure usually correct		___ Words are chosen carefully / carry their own weight		
___ Rambling, awkward phrasing		___ Sometimes awkward		___ Flows easily if read aloud		
___ Choppy, incomplete sentences		___ Doesn't flow smoothly		___ Structure effective, deliberate		
___ No variety		___ Some variety in structure		___ Varied sentence structure		
<b>Mechanics</b> – writer has eliminated most, if not all mechanical errors, and uses mechanics to enhance paper.						
___ Numerous errors		___ Some errors		___ Sophisticated use of mechanics		
___ spelling/wrong words		___ spelling/wrong words		___ Few errors in spelling/wrong words		
___ punctuation/capitalization		___ punctuation/capitalization		___ punctuation and capitalization		
___ run-ons/fragments		___ run-ons/fragments		___ run-ons/fragments		
___ other		___ other		___ other		
<b>APA Guidelines</b> – writer demonstrates a knowledge of and ability to correctly apply national writing guidelines.						
More than 5 errors in paper		Not more than 5 errors in paper		Not more than 3 errors in paper		
___ omitted to cite reference in text		___ sometimes failed to cite reference		___ Demonstrates understanding of APA formatting in citations within text		
___ incorrectly cited reference in text		___ some incorrectly formatted citations		___ heading formation		
___ improper headings		___ some errors in headings		___ reference page		
___ reference sheet missing or improperly formatted		___ some errors in reference citations				
<b>TOTAL POINTS FOR WRITING MECHANICS</b>						<b>/ 40 pts</b>

**Comments:**

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**IDEAS AND CONTENT:**

	1-4	5	6-7	8	9-10	Score
<b>Ideas and Content</b> – writer thinks critically, knows subject content, and presents a balanced view with enough detail to enhance the paper.						
<input type="checkbox"/> Needs fully developed purpose			<input type="checkbox"/> Purpose reasonably clear		<input type="checkbox"/> Clear purpose	<b>/50 pts</b>
<input type="checkbox"/> No central idea			<input type="checkbox"/> Ideas could be more appealing		<input type="checkbox"/> Ideas conveyed in insightful, original manner	
<input type="checkbox"/> No balance			<input type="checkbox"/> Balance a little off		<input type="checkbox"/> Paper is balanced/important ideas stand out	
<input type="checkbox"/> No knowledge of topic			<input type="checkbox"/> Knowledge of topic limited		<input type="checkbox"/> Knows topic well	
<input type="checkbox"/> Details missing			<input type="checkbox"/> Skimpy supporting details		<input type="checkbox"/> Effective amount, discriminating use of, detail; critical thinking obvious	
<input type="checkbox"/> No critical thinking evident			<input type="checkbox"/> Little critical thinking evident			

<b>Requirements of Assignment</b> – has met all requirements of assignment			
<input type="checkbox"/> Did not meet requirements of assignment	<input type="checkbox"/> Has met all requirements of assignment	<input type="checkbox"/> Surpassed all requirements of assignment	<b>/10 pts</b>

**TOTAL POINTS FOR IDEAS AND CONTENT** **/ 60 pts**

**Total Rubric Points** \_\_\_\_\_ /100 pts

**Total Earned Points for this Paper**  
 (total points as % x total possible points for assignment) \_\_\_\_\_ pts

Comments: