

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

**Spring 2010**

**COURSE TITLE: COUN 6770 – CRISIS INTERVENTION COUNSELING**

**CREDIT:** 3 semester hours (3-0-3)

**PREREQUISITES:** Admission to the Counselor Education Program

**TIME:** Thursdays 5:00-9:00; Jan. 7, Jan. 14, Jan. 21, Jan. 28, Feb. 4, Feb. 11, Feb. 18, Feb. 25

**LOCATION:** UHall 216

**INSTRUCTOR:** Kara Deaner, Ph.D.  
803-260-7868 (cell)  
706-667-4490 (office fax)  
Office hours: By appointment

Office: TBA  
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**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.

**TEXTBOOK**

James, R. K. & Gilliland, B. E. (2008). *Crisis intervention strategies* (6<sup>th</sup> ed.). Belmont, CA: Brookes/Cole.

**LIVETEXT**

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**

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.
7. Examine and be able to interpret and report current research pertaining to crises management.
8. Discuss the meaning of crisis, characteristics of a crisis, basic theories of crisis and crisis intervention, and crisis intervention models.
9. Demonstrate basic crisis intervention skills and assess client mental status and functioning.
10. 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.
11. 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.
12. Demonstrate the use of effective crisis intervention techniques through variety of modalities.
13. Examine the role of the counselor as consultant, and demonstrate an understanding of the dynamics of critical incident stress management and debriefing.
14. Examine and be able to interpret and report current research pertaining to crises management.

## **CONCEPTUAL FRAMEWORK: UNDERSTANDING FOR TEACHING, TEACHING FOR UNDERSTANDING**

The preparation of educators is the most critical of all professions, 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.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

*For each of the three sections below, include the elements that are addressed in your particular course and delete those that are not applicable. When complete, delete this italicized text.*

Element: 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.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

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: 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.

## **CACREP (2009) STANDARDS**

CACREP Standards that are demonstrated and applied in this course include:

1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
5. Helping Relationships
6. Group Work
7. Assessment

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

Students will:

1. Demonstrate ability to operate a computer system in order to successfully utilize software.
2. Demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision-making.

3. Use computer-based technologies to access information to enhance personal and professional productivity.

**INSTRUCTIONAL METHODS:** The methods of instruction will include lecture, group discussion, role plays, multimedia, student presentations, and guest speakers.

**COURSE OUTLINE**

Class #	Date	Reading Assignment	Topics / Activities	Assignments Due
1	1/7/10		Individual and Course Introductions	Attendance and participation in all classes over the course of the semester; Topics for Research Paper Decided in Class
2	1/14/10	Chapters: 1, 2	Approaching Crisis Intervention; Culturally Effective Helping; Articles; Discussion of Research Paper & Field Experience	
3	1/21/10	Chapters: 3, 4, 5	Basic Crisis Intervention Skills; Crisis Case Handling; Telephone and Online Crisis Counseling	Annotated Bibliography
4	1/28/10	Chapters: 6, 7	Posttraumatic Stress Disorder; Crisis of Lethality	
5	2/4/10	Chapters: 8, 9	Sexual Assault; Partner Violence	Research Paper and Presentations; Crisis Plan Report Critique and Presentations; Follow-Up Letter
6	2/11/10	Chapters: 10, 11, 12	Chemical Dependency: The Crisis of Addiction; Personal Loss: Bereavement and Grief; Crisis in Schools	Research Paper and Presentations; Crisis Plan Report Critique and Presentations; Follow-Up Letter
7	2/18/10	Chapters: 13, 14, 15	Violent Behavior in Institutions; Crisis/Hostage Negotiation; Human Services Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue	Research Paper and Presentations; Crisis Plan Report Critique and Presentations; Follow-Up Letter
8	2/25/10	Chapters: 16	Disaster Response; Final Exam	Research Paper and Presentations; Crisis Plan Report Critique and Presentations; Follow-Up Letter

NOTE: Dates of readings and class topics are tentative. Furthermore, the instructor reserves the right to amend classroom meetings and assignments for any unforeseen circumstances and/or the needs of students. Additional readings may be assigned. Unless prior approval from the instructor (due to unusual or documented emergencies), all assignment dates are definite and final.

## PERFORMANCE ASSESSMENT

### Grades

10 points	Annotated Bibliography
30 points	Research paper (25 points) and class presentation (5 points)
30 points	Crisis Plan Report Critique (25 points) and class presentation (5 points)
10 points	Follow-Up Letter of Appreciation
20 points	Final Exam
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100 points	TOTAL

### Attendance and Participation

This aspect of the grade is determined by the student's attendance, participation in class discussions, and attention paid to the discussion while in class. Students who participate meaningfully in class discussions, are punctual, and attend all classes are eligible for full points.

### Annotated Bibliography

An annotated bibliography consisting of 10 reference resources is required for the Research Paper and Presentation requirement. The bibliography is to consist of both current and benchmark materials. No more than 4 of the articles reviewed may come from electronic journals. All citations must be consistent with the *American Psychological Association* (5th 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-IV 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 hotline services; 20. Certification of crisis/trauma intervention specialists; 21. The neuropsychological response to trauma/current trends in research

## **Research Paper and Presentation**

You will write a research paper pertaining to some aspect of a crisis issue in counseling. Your paper must be typewritten, double-spaced, and 8-10 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. Your topic must be related to your annotated bibliography. Include a title page, running heads, an abstract page, in-text citations, and a reference page. Your annotated bibliography should include at least ten (10) outside references, and all references should be from research published within the last five (5) years unless they are benchmark scholarship. Articles issued from American Counseling Association (ACA) journals are preferred. The paper should include the following sections:

1. Interest in this topic (approximately 1 page);
2. Description and varying aspects of the crisis with research basis;
3. Conclusion with research basis;
4. Personal reaction to this topic and findings.

You will prepare a 20-minute presentation. This will be a class presentation, during which you report on your literature review in as interesting a manner as possible. You will prepare a 1-2 page handout for your colleagues outline 1) the goals of your presentation, 2) important considerations when counseling persons undergoing this crisis, and 3) a client scenario depicting this crisis that the class can use for discussion following your presentation.

Grades will be given according to the following: paper 25 points and presentation 5 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.

## **Crisis Plan Report Critique**

Each team (maximum 2 students), or individual, will locate a crisis intervention plan that is currently in effect at an agency or school. Graduate students in school counseling must review a school plan. Graduate students in the community counseling program must review a community agency plan. Permission will be requested of the supervisor or principal in that location for an interview and to review and/or critique the plan for COUN 6770 at Augusta State University.

Included in the crisis plan critique report will be:

- 1) Current research base for having a crisis plan (introduction);
- 2) Parts of actual plan (i.e., chain of command, etc.);
- 3) Supporting individuals and/or agencies;
- 4) Training necessary to implement the plan;
- 5) Follow up / debriefing part of the plan
- 6) Actual critique (i.e. strengths and weaknesses identified).**

There may be more parts of this report / plan and the divisions may vary slightly. The report should be 8-10 pages written in APA style. Grading criteria for the paper portion (25 points) will be 10% introduction, 30% discussion of actual plan, 50% actual report critique, and 10% conclusion. If this is done as a team (maximum of 2 members per team) both team members will earn the same grade. The report critique will be presented (15 minutes) to the class and reviewed with the field supervisor or principal if requested. All dates specified in the Class Meetings section of your syllabus will be adhered to with the same late policy as all other assignments.

### **Follow-Up Letter of Appreciation**

A copy of your follow up letter of appreciation to the interviewee is to be attached to your paper. Your letter should include a statement regarding the opportunity to share your report/critique with them per their request. The letter must be appropriately sent to the individual(s) with whom you met for the crisis plan report critique.

### **Final Examination**

The final exam will consist of multiple choice, short answer, and/or essay questions based on readings for 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. Essay questions may be related to accurate knowledge of the nature of the crises, description of your theoretical approach, and explanation of appropriate intervention strategies for the short and long-term benefit of the clients.

### **OTHER IMPORTANT INFORMATION**

#### **Written Assignment Guidelines:**

All written assignments, with the exception of weekly reflections, are to follow APA 6<sup>th</sup> edition guidelines:

- Papers should be double-spaced, have one inch margins around, and typed in 12 point Times New Roman font.
- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include headers that indicate an abbreviated assignment title, student's last name, and page number.
- A reference page should accompany each assignment when citations or references occur within the assignment text.
- Neither the title page nor reference page may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

#### **Due Dates**

Unless otherwise indicated, any assignment may be submitted before the due date. All assignments are expected to be completed and submitted no later than 5:00 p.m. on the indicated due dates unless prior arrangements have been made with the instructor. Late assignments will be given a 5 percent grade reduction per day past the due date, in accordance with program guidelines.

#### **Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 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."

### **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 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 [www.aug.edu/clinical](http://www.aug.edu/clinical) and the Counselor Education Program website at [www.aug.edu/counselor\\_ed/](http://www.aug.edu/counselor_ed/). A variety of forms, some interactive, may be downloaded from the websites. There also are newsletters, registration information, and announcements, which students will find useful. Most forms are in Adobe Acrobat format. All campus computers have Adobe Acrobat Reader software installed, and students can download Adobe Acrobat Reader software for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### **Writing Assistance**

Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

Additional writing support is offered through the ASU Writing Center, located in University Hall 235. The Writing Center is open Mondays through Thursdays (9-3 and 5-8) and Fridays (9-2) and may be contacted at 706-737-1402. For additional support with APA guidelines, refer to the APA website ([www.apastyle.org](http://www.apastyle.org)). A handout on APA Guidelines is available on the Department of Educational Leadership, Counseling, and Special Education under Student Resources ([http://www.aug.edu/clinical/ELCSE\\_APA\\_Guidelines.pdf](http://www.aug.edu/clinical/ELCSE_APA_Guidelines.pdf)).

### **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 your instructor 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 (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

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.

Craig, R. J. (2004). *Counseling the alcohol and drug dependent: A practical approach*. Boston: Pearson.

Harris, H. S., Maloney, C. M., Rother, R. M. (Eds.). (2004). *Human services: Contemporary issues and trends* (3<sup>rd</sup> ed.). Boston: Pearson.

Schneider, J. (1984). *Stress, loss, and grief: Understanding their origins and growth potential*. Baltimore, MD: University Park Press.

Yalisove, D. (2004). *Introduction to alcohol research: Implications for treatment, prevention, and policy*. Boston: Pearson.