

CEPD 7153 CRISIS INTERVENTION

Semester Hours: 3

Semester, year: Fall 2015

Time/Location: Wednesdays 5:30-8:00 pm/Ed Center 226

Instructor: Julia L. Whisenhunt, Ph.D., LPC, NCC, CPCS

Office Location: Education Annex, 241

Office Hours: Mondays 1:30-5:30
Tuesdays 1:30-4:00
Wednesdays 1:30-5:30

Direct Line: 678-839-6116

Department Line: 678-839-6554

E-mail: jwhisenh@westga.edu

Online Support

D2L Home Page
<https://westga.view.usg.edu/>

D2L UWG Online help
<http://uwgonline.westga.edu/students.php>

D2L 24 hour Help
<https://d2lhelp.view.usg.edu/>

UWG Distance Learning
<http://distance.westga.edu/>

UWG On-Line Connection
<http://www.westga.edu/~online/>

Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

This course provides an introduction to the theory and practice of crisis intervention and trauma counseling. Students will be prepared to recognize, understand, and respond to the needs of individuals who are experiencing or have experienced individual, family, or community level crises, disasters, or trauma.

COE VISION

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (insert applicable professional associations that guide your program, e.g. ASHA, PSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

This course will be delivered approximately **51%** online. This requires the online equivalent of **1148** minutes of instruction (seat-time) and an additional **2296** minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Online resources (videos, websites)	98 minutes
Online continuing education trainings	180 minutes
Online discussion board posts	390 minutes
Online lessons	480 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will demonstrate a knowledge and understanding of the following:	CACRE P	CMH C	SC
1. 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; understands the operation of an emergency management system within clinical mental health agencies and in the community. <i>(Allen, Burt, Bryan, Carter, Orsi, & Durkan, 2002; Jackson-Cherry & Erford, 2010; Kanel, 2007; U. S. Department of Education, 2007;2009); (Knowledgeable, proactive, collaborative, decisive, adaptive)</i>	IIG.1c	A10	
2. knowledge of the effects of crises, disasters, and other trauma-causing events on persons of all ages <i>(Jackson-Cherry & Erford, 2010; Kanel, 2007); (Knowledgeable, empathetic)</i>	IIG.3c		C6
3. knowledge of crisis intervention and suicide prevention models, including the ability to use procedures for assessing and managing suicide risk and the use of psychological first aid strategies <i>(Jackson-Cherry & Erford, 2010; Kanel, 2007; Neimeyer, Fortner & Melby, 2001); (Knowledgeable, decisive, adaptive)</i>	IIG.5g	D6	C6
4. understanding of the impact of crises, disasters, and other trauma-causing events on people <i>(Jackson-Cherry & Erford, 2010; Kanel, 2007); (Knowledgeable, empathetic, culturally sensitive)</i>		A9	
5. understanding of the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. <i>(Jackson-Cherry & Erford, 2010; Kanel, 2007); (Knowledgeable, empathetic, culturally sensitive)</i>		C6	
6. understanding of the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events <i>(Allen, Burt, Bryan, Carter, Orsi, & Durkan, 2002; Jackson-Cherry & Erford, 2010; Kanel, 2007; U. S. Department of Education, 2007;2009); (Knowledgeable, proactive, collaborative, decisive, adaptive)</i>			A7
7. understanding of the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention <i>(Allen, Burt, Bryan, Carter, Orsi, & Durkan, 2002; Jackson-Cherry & Erford, 2010; Kanel, 2007; U. S. Department of Education, 2007;2009); (Knowledgeable, empathetic, culturally sensitive, collaborative, decisive, adaptive)</i>			C6
8. knowledge of school and community collaboration models for crisis/disaster preparedness and response <i>(Allen, Burt, Bryan, Carter, Orsi, & Durkan, 2002; Jackson-Cherry & Erford, 2010; Kanel, 2007; U. S. Department of Education, 2007;2009); (Knowledgeable, proactive, collaborative, decisive, adaptive)</i>		D.4	M7

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

- James, R. K., & Gilliland, B. L. (2013). *Crisis intervention strategies* (7th ed.). Belmont, CA: Cengage. 9781581757996 (**bundle at UWG Bookstore, which includes CourseMate**)
- Granello, P., & Juhnke, G. A. (2009). *Case studies in suicide*. Upper Saddle River, NJ: Pearson. 9780132255165**
- Myer, R. A., James, R. K., & Moulton, P. (2011). *This is not a fire drill: Crisis intervention and prevention on college campuses*. Hoboken, NJ: Wiley. 0470458046**
- Sanderson, C. (2013). *Counseling skills for working with trauma*. Philadelphia, PA: Jessica Kingsley. 184905326X**

Students will either choose the (a) Granello & Juhnke, (b) Myer, James, & Moulton, **OR (c) Sanderson text, respective of their professional goals.*****

Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at

<http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see

http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

Course References

ACA code of ethics (2005). Available at:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Allen, M., Burt, K., Bryan, E., Carter, D., Orsi, R., & Durkan, L. (2002). School counselors' preparation for and participation in crisis intervention. *Professional School Counseling*, 6, 96-102.

American School Counselor Association (2007). *The professional school counselor: Crisis/critical incident response in the schools* (rev). Retrieved from http://asca2.timberlakepublishing.com//files/PS_Crisis_Critical.pdf.

Echterling, L. G., Prosbury, J. H., & McKee, J. E. (2005). *Crisis intervention: Promoting resilience and resolution in troubled times*. Upper Saddle River, NJ: Pearson.

Jackson-Cherry, L. R., & Erford B. T. (2010). *Crisis intervention and prevention*. Upper Saddle River, NJ: Pearson.

James, R. K. (2008). *Crisis intervention strategies* (6th ed). Belmont, CA: Brooks/Cole.

Kanel, K. (2007). *A guide to crisis intervention* (3rd ed). Belmont, CA: Brooks/Cole.

McAdams, C. R., III, & Keener, H. J. (2008). Preparation, action, recovery: A conceptual framework for counselor preparation and response in client crises. *Journal of Counseling & Development*, 86, 388-398.

Neimeyer, R. A., Fortner, B., & Melby, D. (2001). Personal and professional factors and suicide intervention skills. *Suicide and Life-Threatening Behavior*, 31, 71-82.

- U. S. Department of Education. (2007). *Practical information on crisis planning: A guide for schools and communities*. Retrieved from: <http://222.ed.gov/admins/lead/safety/crisisplanning.html>.
- U. S. Department of Education. (2009). *Action guide for emergency management at institutions of higher education*. Retrieved from: <http://www.ed.gov/admins/lead/safety/emergencyplan/remaction-guide.pdf>.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

- 1. Crisis & Trauma Resource Directory (Individual; 5 points):** Develop a directory of both national trauma/crisis intervention service providers/resources and those within the county in which you intend to work. The directory should include name of the provider, address, phone number, fax, website, email, hours of operation and list of services. *Course Objective 1*
- 2. Interview with a Provider (Individual; 15 points):** Locate and interview one trauma/crisis counseling provider. The interview should take place face-to-face, preferably at the provider's place of service. Prepare a list of 10 to 12 questions. Suggested topics include types of services provided, legal and ethical challenges, organizational structure, training and certification/licensure requirements of personnel, work hours, types of stress experienced, challenges and benefits of crisis/trauma work, and activities to avoid burnout. Make sure to maintain a professional tone throughout the interview and avoid asking overly invasive questions. If you have concerns regarding the appropriateness of your questions, please present them to me for feedback *prior* to conducting your interview. Be sure to send a letter of appreciation to the provider following the interview. Submit to the D2L dropbox one document, which includes the following: 1) the provider's name, contact information, specialty, place of work, license type, and years of crisis/trauma experience; 2) a list of the questions you asked and a summary of the provider's responses to each question; 3) a two page reflection regarding your response to the interview and anything you learned that was helpful in your professional development; 4) a copy of your letter of appreciation to the interviewee. *Course Objectives 1, 2, 3, 4, 5*
- 3. Book Club (Small Group; 6@ 4 points each=24 points):** Choose either the (a) *Granello & Juhnke*, (b) *Myer, James, & Moulton*, OR (c) *Sanderson text*, based on your professional goals. With a group of 2 other students, you will form a book club. You will be responsible for gathering with your book club six times during the course of the semester and discussing six chapters from your respective text. Prior to your first book club meeting, you and your club members will determine the six chapters you will read and discuss. Following each book club meeting, your club will submit one list of the points you found most important/salient from the chapter. Make sure to provide all book club members' names in the document. *Course Objectives 1, 2, 3, 4, 5, 6, 8*
- 4. CourseMate (Individual; 14 weeks @ 1 points each=14 points):** Working individually, you will complete the following sections of the CourseMate program for each of the respective textbook chapters covered in this course: (a) Video(s) with Video Activities, and (b) Tutorial Quiz (score of 70% or higher). I encourage you to use all resources available through CourseMate, but only those above mentioned will be factored into your course grade. The 17 chapters of CourseMate will be divided into 14 modules, organized by week, and graded according to an all-or-nothing format. So,

students who successfully complete only some of the required sections, but not others, will receive a grade of zero for the respective modules. CourseMate should be completed prior to the class session in which each respective chapter is covered. To receive credit for this assignment, you will take the respective weekly “quiz” in D2L, which simply requires you to state whether or not you successfully completed the required CourseMate activities. Please note that I will be checking the CourseMate engagement tracker to verify successful completion of the required materials.

Objectives 1-8

- 5. Online Training Programs (Individual; 3@9 points each=27 points):** You will be responsible for completing three online crisis/trauma continuing education courses, two of which have been pre-assigned. You are required to complete the Psychological First Aid (<http://www.ptsd.va.gov/professional/manuals/psych-first-aid.asp>) and the Trauma-Focused CBT (<http://tfcbt.musc.edu/>) trainings. Weblinks for these courses are also provided on D2L. You will choose the third online training course based on your career objectives or area of interest. Suggested trainings are offered on D2L and several types of courses can be accessed at <http://learn.nctsn.org/course/category.php?id=3>, but students may locate and complete a reputable crisis/trauma training of their choosing. This third training must be equivalent to at least 2 clock hours. Upload a copy of each training certificate to the respective D2L dropbox. *Course Objectives 1, 2, 3, 4, 5, 6, 7, 8*
- 6. Treatment Plan and Crisis Response Protocol (Small Group; 15 points; TK20 Key Assessment):** Working in groups of three, students will be responsible for developing a treatment plan and crisis response protocol. The identified client used in the treatment plan can be from a fictional source (e.g., book, movie, TV show) or can be created. This treatment plan should be comprehensive and should reflect a clear case conceptualization, specific treatment outcomes, evidence-based clinical interventions, and a clear evaluation method. Each aspect of this treatment plan should demonstrate an understanding of crisis/trauma and the ability to apply that knowledge to the clinical treatment of survivors. As such, groups should make sure to address suicide risk assessment and use psychological first aid. Using the same therapeutic setting (i.e., secondary school, hospital, university, community agency, private practice) and age group as indicated in your treatment plan, develop a crisis response protocol for the agency. This protocol should include policies and procedures for responding to individual crises (i.e., suicide and homicide) and both natural and man-made disasters (i.e., tornado, hurricane, flood, earthquake, terrorism, mass shooting). This protocol should include actions/roles of the individual counselor and other collaborating partners (i.e., EMS, law enforcement, supervisors) in appropriately responding to crises. *Course Objectives 1, 2, 3, 4, 5, 6, 7, 8* **FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT**

Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via:	Due Date
Crisis & Trauma Resource Directory	5	Rubric	D2L Dropbox & DB	9-16-15
Interview with a Provider	15	Rubric	D2L Dropbox	10-28-15
Book Club	6@4=24	Rubric	D2L Dropbox	See schedule
CourseMate	14@1=14	S/U	D2L Quizzes	Weekly
Online Training Programs	3@9=27	Successful completion @ 80% or greater	D2L Dropbox	9-9-15 9-30-15 10-14-15
Treatment Plan & Response Protocol	15	Rubric	D2L Dropbox	11-18-15
Total	100			

Grading

A=90-100

B=80-89

C=70-79

F=<70

A grade of Incomplete (“I”) can be granted only in cases of non-academic emergency (i.e., illness, death in family, etc.). Prior permission from the instructor is required. Late assignments, if accepted, will be penalized at a rate of half credit.

Any graduate level student earning a grade of F or WF and/or two C’s, regardless of her/his academic standing, will be suspended from the program.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Diversity: The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, CPS will not tolerate discrimination against any persons.

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to

the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Americans with Disabilities Act: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Attendance: Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this requirement should be discussed immediately with the instructor. Excused absences will not be granted more than 7 days following the absence. More than one absence and/or tardy will result in a reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each absence and/or tardy beyond the first. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence.

Class organization: This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Student participation: When called upon, students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to

assess students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

Class handouts: Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Cell phones & Electronic Equipment: **The use of cell phones, including texting and internet, is not permitted in this class.** If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not accepted in this class.** If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

Changes to The Syllabus: This syllabus is subject to change.