



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A&M UNIVERSITY

Instructor	
Course Number	COUN 526
Course Title	Crisis Intervention in Counseling
Call Number/Section	
Class Times	
Class Location	
Textbook	Duffey, T., & Haberstroh, S. (2020). <i>Introduction to Trauma and Crisis Counseling</i> . American Counseling Association.
Office and Office Hours	
E-mail address	
Telephone number	

COURSE DESCRIPTION

This course is an overview of crisis intervention. Major theoretical models of situational crises are examined and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis interventions. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for public schools. Topics of discussion include emergency situations such as natural disasters, terrorism, school violence, abuse, and crisis interventions with diverse populations.

COURSE GOAL

The purpose of this course is to introduce current theory and practice models related to crisis and trauma intervention.

Course Objectives/Knowledge & Skill Outcomes

1. Definitions of key constructs
2. Theories associated with conceptualizing trauma and crisis
3. Nature and types of trauma/crises – A review of typologies
4. Psychosocial factors associated with trauma response
5. Overview of the cognitive, affective, behavioral, neurological sequelae associated with trauma

6. Introduction and application of skills and techniques utilized in crisis intervention, including assessment and triage, safety and security concerns, facilitation of validation, and preparation and rehearsal for maintenance
7. Review of current practice trends in post trauma therapy
8. Special topics in intervention including assessment of lethality, mass disaster, death notification, suicide of the young, and the role of spirituality

CACREP (2016) Standards Covered in COUN 661

<u>Standard</u>	<u>Evaluation</u>
2.F.1. Professional Counseling and Ethical Practice	
l. self-care strategies appropriate to the counselor role	Self-care Activity
2.F.3. Human Growth and Development	
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	In-Class Case Studies, Case Study Final
2.F.5. Counseling and Helping Relationships	
l. suicide prevention models and strategies	Online Trainings, Case Study Final
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Online Trainings, Case Study Final

Assignments

1. Attendance and Participation

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2. Small Group Discussion: *The Body Keep the Score*

Students will be divided into small groups and be given 30 minutes of class time each week for discussion. Each group will set a reading schedule over the semester to read and process *The Body Keeps the Score*. In addition to setting your own reading schedule, each group is responsible for setting up rotating facilitators so that each group member prepares at least 1 processing session per book, with prompts for the group to discuss. After you have completed your processing for each book, you will turn in a document with your preparation for facilitation and your processing prompts, and a 2–3-page reflection on the group’s work during your facilitation.

3. Fictional Case Conceptualization Paper

Using your knowledge from this course and your readings, write a case conceptualization and treatment plan for a character with easily diagnosable trauma symptoms from a work of fiction (books, movies, tv shows). A lack of details around trauma symptoms and backstory of your ‘client’ will not excuse crucial missing details, thus you should choose another character. Treatment plan outline can also be found in Appendix A.

5. Final Exam Assignment

Students will complete a case study assignment that will require you to think critically and apply concepts learned from the course topic areas such as Crisis Intervention and Risk Assessment, Trauma and PTSD, Disaster Mental Health and Response, and Grief and Loss. Case studies will be provided two weeks before the due date. Each case study will include a brief vignette detailing a potential client case or cases. You will create a short video in which you will role play an appropriate approach and interventions with the hypothetical client outlined in the case study. You will need a partner from the class to conduct your role play with, however your partner cannot have the same case study assigned. Reflection questions and further instructions will be provided with the role play.

6. Self-Care Activity

Due to the heavy nature of course content, each class period will include a self-care activity facilitated by a class member(s). Please provide a brief rationale and purpose behind your activity. Your total activity should not last more than 10 minutes. No presentation necessary.

7. Online Training

Complete Psychological First Aid Training. Submit certificate on Blackboard.
 PFA Training: <https://learn.nctsn.org/course/index.php?categoryid=11>

Grading Scale

Assignment	Points
1. Attendance and Participation	50
2. Group Book Club	100
3. Fictional Case Conceptualization Paper	100
4. Final Exam Assignment	200
5. Self-Care Activity	60
6. Online Training	90
Total	600

Points range	Grade	Percentage
538-600	A	90%-100%
478-537	B	80% - 89%
417-477	C	70% - 79%
357-416	D	60% - 69%
0- 356	F	0% - 59%

SERVICES FOR PERSONS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services, Student Center, Room 203, (256) 372-4263.

COMMITMENT TO DIVERSITY

The College of Education, Humanities, and Behavioral Sciences is committed to providing students with appropriate and sufficient knowledge, abilities, and dispositions that will enable them to understand, accept, and embrace diversity and equity in the learning process.

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

Grading Turnaround Time

Assignments within this online course are due on Saturdays by 11:59 p.m CST. Most assignments will be returned within a week. If an assignment, however, is extremely comprehensive such as the Group Plan, then Instructors are given longer to return all submitted work.

Connectivity

As an online student, you are expected to maintain an active and persistent connection and presence in this class. Saying that your computer is not working is not an acceptable excuse, nor is not submitting an assignment due to computer software related issues. You have to have a back-up plan if you plan on taking an online course. Failure to stay connected and engaged in the class will lead to unsuccessful attempt at passing this class.

In addition, your instructor is your instructor. He or she is not an IT Specialist. Thus, you will need to work with AAMU as much as possible to resolve computer issues or your computer company for more robust computer issues. Again, you have to have a back-up plan in place when taking an online course.

Best Ways to Troubleshoot:

1. Make sure you have downloaded all the software required in this course as outlined under the START HERE button.
2. If you are having trouble with one of the Web 2.0 products in the course (i.e, Screenr), troubleshoot using their site.
3. If you are having trouble with Internet Explorer, try another Web Browser like Firefox or Chrome.
4. Use a different computer.

5. If you do not have a different computer, use AAMU's library computer or a local library computer.
6. Use a friend's computer or family computer

Late Work

Assignment Deadlines: Each assignment will be due Saturday (night) by 11:59 p.m CST.

Late Work: LATE WORK IS NOT ACCEPTED UNLESS ACCOMPANIED BY A UNIVERSITY EXCUSE, NO ACCEPTIONS. If there are unforeseen circumstances, you must email the instructor as soon as possible otherwise you will receive the grade of "0" for that assignment.

<i>CACREP</i>	<i>DATES</i>	<i>CHAPTERS/ TOPICS</i>	<i>ASSIGNMENTS</i>
	<i>Aug 15- 21</i>	Introductions & Syllabus Review Chapter 1 Opening activities & book club	Syllabus Chapter 1
5.D.2.h	<i>Aug 22- 28</i>	Introduction to Trauma & biological bases	Chapter 3 & 4
2.F.1.1 2.F.5.m 5.D.2.h	<i>Aug 29- Sept 4</i>	Crisis Intervention	Chapter 5 Self-Care Activity
2.F.1.1 2.F.5.1	<i>Sept. 5-11</i>	Suicidal Assessment	Chapter 7 Self-Care Activity
2.F.1.1 2.F.3.g	<i>Sept 12-18</i>	Introduction to trauma therapy, Assessing for trauma Exploration of PTSD	Chapter 2 Self-Care Activity

2.F.1.1	<i>Sept 19-25</i>	Treating Trauma	Chapter 6 Self-Care Activity
2.F.1.1	<i>Sept 26- Oct 2</i>	Treating Trauma: Schools Couples and Families	Chapters 4 and 10 Self-Care Activity
2.F.1.1	<i>Oct 3- Oct 9</i>	Trauma and Attachment Victimization & Violence: Sexual and interpersonal trauma	Chapter 8 Self-Care Activity
2.F.1.1 2.F.3.g	<i>Oct 10-16</i>	Race-based trauma & treatment	Article on Blackboard Self-Care Activity
2.F.1.1 2.F.5.m	<i>Oct 17-23</i>	Grief and loss as trauma Disaster Mental Health	Chapter 11 Trauma Response Paper Due Self-Care Activity
2.F.1.1	<i>Oct 24-30</i>	Developmental Trauma & Crises in Schools Recognizing and Reporting Child Abuse	Article on Blackboard Self-Care Activity
2.F.1.1	<i>Oct 31-Nov 6</i>	Military-related trauma	Chapter 12 Self-Care Activity Fictional Case Conceptualization due
2.F.1.1	<i>Nov 7-13</i>	Post Traumatic Growth, Elements of Trauma Recovery	Chapter 15 Self-Care Activity

		Vicarious, Secondary, & Shared Trauma Case Studies for Final Distributed	
	<i>Nov 14-22</i>	Trauma Panel	Proof of Completed Online Trainings Due <i>The Body Keep the Score: Group Discussion Reflection due</i>
	<i>Nov 23-27</i>	Thanksgiving	
	<i>Nov 28- Dec 4</i>		Final Exam Due

Appendix A

Case Conceptualization

Name of Client:
S.T.

Dates Seen: April 23, April 30, May 6, May 13, 2001

Demographic Information: S.T is a 47- year-old African American female. She is a graduate student at Chicago State University. She is married and has three sons, ages 7, 15, and 19. S.T. is currently employed as a third -grade teacher in a local urban school district. S.T.'s husband recently asked her for a divorce and moved out of the family home. S.T.'s 15- year old son began demonstrating behavior and performance problems at school after his father moved out.

Presenting Problem: S.T. presented with symptoms of anger, depression, and anxiety related to her recent separation from her husband. She also expressed concern regarding her ability to concentrate on her school assignments. Her academic performance has deteriorated. She stated that she is behind in her work and is worried that her professors will not be understanding.

Behavioral Observations/Mental Status: S.T. is approximately 5'4'' tall and weighs about 180 lbs and appears her stated age. Her hygiene and grooming were good and she was appropriately dressed in all sessions. Her speech was normal in rate, volume, and cadence. Her cognitive abilities appear average and her memory appears intact. Her judgment is fair and her insight is good. She did not exhibit any signs of loose associations, hallucinations or delusions. She reported symptoms of depression or anxiety, but denied past or present suicidal or homicidal ideation. S.T. was polite and friendly immediately upon meeting the counselor. Her eye contact was good. She appeared open and comfortable throughout the counseling process.

DSM 5 Diagnosis:

Adjustment Disorder with Mixed Anxiety and Depressed Mood -
309.28

Analysis of the Problem: S.T. is currently experiencing almost debilitating levels of depression and anxiety related to her recent separation and impending divorce. She is moving through the stages of grieving and is presently feeling an intense sense of despair and powerlessness. S. T. is demonstrating some irrational thinking that is fed by her grief and depression. She often experiences spirals of negative and catastrophic thinking. She has lost sight of any control she still maintains in her life and expects that events in her life will only get worse. Given her current state of despair and agitation, she has limited energy to support her children in their own pain. She has distanced herself from her sons, which has worsened their behavioral and emotional response to the separation. At the point that S. T. entered counseling, she was convinced that she was a victim and could not do anything to improve the situation of herself or her children. In fact, she was partially invested in allowing herself and the family to disintegrate, in order to demonstrate how badly her husband has hurt the family.

Counseling Process:

Counseling Theories: The Cognitive Behavioral theoretical approach seems to be appropriate for assisting S.T. with her concerns. By identifying and challenging cognitive distortions, S.T. will be able to shift from her present position of powerless and defeat. In addition, she can begin to alter behaviors (e.g., staying in bed crying all weekend) that only increase her depression, academic problems, and the emotional strain on her children. In addition to addressing her individual issues, a family systems approach could be used to stabilize the family system and offer support for the children.

TREATMENT PLAN (SAMPLE)

GOAL 1:

Chris will implement a parenting plan that promotes improved behavior in his son, as rated at least a 6 out of 10, where 10 is excellent.

OBJECTIVES:

1. Chris will make a list of the household rules.
2. Chris will make a list of rewards and consequences and will define how to enforce them.
3. Chris will present his new parenting plan to his son during a family meeting.
4. Chris will enforce rewards and consequences consistently and will monitor his progress in and out of session.

INTERVENTIONS:

1. Therapist will provide psychoeducation on positive parenting and will support Chris in developing a concrete parenting plan.
2. Therapist will provide materials for Chris to document the new house rules, rewards, and consequences system.
3. Therapist will monitor progress and check in with Chris weekly to ensure that Chris is implementing his plan consistently.

PROGRESS:

Over the past 30 days, Chris was able to achieve objectives 1, 2, and 3. He reported that his son accepted the new system and even seemed excited. Therapist provided Chris with the book *Positive Parenting* and assigned various readings for homework, which Chris completed consistently. Therapist and Chris created a poster board that detailed the rules, consequences, and rewards system Chris designed for his son. Chris reported that he is ready to begin enforcing his new parenting system. Chris and therapist rated the progress on this goal at a 5, as Chris is already seeing improvement in his ability to parent and in his son's behavior.