



Master of Arts in Counseling

Course Syllabus

Course Information

COUN 587 - CRISIS INTERVENTION
Summer 2019
2 Semester Hours

Location/Date/Time

SB003
May 6 through May 10
8:30am – 3:30 pm

INSTRUCTOR'S INFORMATION:

Gregory Czyszczon, Ph.D., LPC

Email: greg.czyszczon@emu.edu

Office Phone: (540) 432-4324

Office Hours: by appointment

COURSE DESCRIPTION:

This course is designed to introduce students to basic crisis intervention strategies. The course addresses fundamental crisis intervention theory and offers practical applications in various crisis situations. Students will explore various assessment, intervention and crisis treatment issues. Students will engage in crisis intervention role-plays and practice applying specific interventions in crisis scenarios. Each student will engage in researching and compiling a comprehensive community resource guide for the local community.

COURSE GOALS AND OBJECTIVES: (addressing CACREP 2016 standards)

- a. Students will identify counselor's roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (2.F.1.c.)
- b. Students will explore the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others; cultural factors relevant to clinical mental health counseling. (C.F.2.d.)
- c. Students will identify the effects of crisis, disasters, and trauma on diverse individual across the lifespan and on individuals with mental health diagnoses. (2.F.3.g.; 5.C.2.f.)
- d. Students will practice procedures for identifying trauma and abuse and for reporting abuse (2.F.7.d.)
- e. Students will review counselor characteristics and behaviors that influence the counseling process (2.F.5.f.)
- f. Students will learn evidence-based counseling strategies and techniques for prevention and intervention (2.F.5.j.)
- g. Students will practice strategies to promote client understanding of and access to a variety of community-based resources (2.F.5.k.)
- h. Students will be exposed to crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (2.F.5.j.)
- i. Students will gain a greater awareness of the integration of crisis intervention, risk management, and trans-crisis assessment.
- j. Students will practice using and applying crisis intervention skills and techniques. (5.C.3.b.)
- k. Students will be able to identify the legal and ethical issues for consideration when working with crisis and trauma (2.C.F.i.)
- l. Students will be able to articulate mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (5.C.2.c.)

Course Format:

This course will meet from 8:30am – 3:30 pm, May 6 through 10. Sessions will emphasize lecture, class presentations, discussions, role-play, and self-exploration exercises. Course evaluation will be based on class participation, readings, and assignments.

Syllabus Disclaimer:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

Technology:

Cell phones, laptop computers, and tablet computers are to be turned off during class time.

PREREQUISITES:

N/A

Required Reading:

Echterling, L. G., Presbury, J. H., & McKee, J. E. (2005). *Crisis intervention: Promoting resilience and resolution in troubled times*. Upper Saddle Ridge, NJ: Merrill Prentice Hall.

Recommended Reading:

Jackson-Cherry, L. R., & Erford, B. T. (2018). *Crisis assessment, intervention, and prevention* (3rd ed.). New York, NY: Pearson.

OR

Jackson-Cherry, L. R., & Erford, B. T. (2014). *Crisis assessment, intervention, and prevention* (2nd ed.). New York, NY: Pearson.

Levine, P. (1997). *Waking the tiger: Healing trauma*. North Atlantic Books: Berkeley, CA.

Werdel, M. B. & Wicks, R. J. (2012). *An introduction and guide: Primer on posttraumatic growth*. Hoboken, NJ: John Wiley and Sons.

ONLINE RESOURCES:

Psychological First Aid Online

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

Psychological First Aid: Field Operations Guide

<http://www.ptsd.va.gov/professional/materials/manuals/psych-first-aid.asp>

Psychological First Aid for Schools: Field Operations Guide

http://www.nctsn.org/sites/default/files/pfa/school/1-PFA_for_Schools_final.pdf

Checklist for School Crisis and Emergency Plan

Disaster Mental Health

<http://www.counseling.org/knowledge-center/trauma-disaster>

Course Instructions:

Attendance and Participation: Owing to the brief nature of the course, any absences or partial absences will result in a reduction in the overall course grade.

Assignments:

Participation	50
Crisis Case Presentation	150
Abuse/Neglect Module	100
Inner World Paper	100
Total	= 400

Assignments:

Classroom Participation: In this class we will learn from one another. It is important that everyone participate meaningfully in all class activities and discussion in order for the class to gain a richer understanding of the diversity of developmental experiences and in order to gain greater insight and perspective. Mutual respect, honesty and authenticity are all highly valued in this course. Part of being respectful to one-another is being on time, attending regularly, and maintaining one another's confidences as we share our own experiences. 50 points possible.

Crisis Case Presentation: Students will create a case of a client, family, or community experiencing a crisis and then map out a crisis intervention strategy from intake to recovery. Students will describe pertinent case details (e.g. client demographics, client resources and support system, crisis event details), intake interview procedures (e.g. setting, ways of exploring crisis narrative, psychological first aid techniques, any assessment instruments), safety planning, and treatment plan that promotes resilience and post-crisis growth. You will then demonstrate/role play some aspect of the intervention part of the case and lead the class in a discussion of your rationale for the intervention as well as alternative paths. Due Friday, May 10. 150 points possible.

Child Abuse and Neglect Online Modules: Complete by Wednesday, May 8 and bring documentation of completion to class to hand in. 100 points possible.

The Inner World of the Crisis Intervener: Critical to the process of crisis intervention is a clear awareness of one's own experience of crisis. Understanding how we are likely to be activated in specific crisis situations is useful for us to prepare to be with those in crisis. To this end, I would like you to explore your own history with crisis, the manner in which you came to resolve selected crises, and the areas in which you may experience activation and resilience in your work as a crisis intervener. Pay particular attention to how you came to resolve the crises, and what/who was helpful. This reflective paper should be between 4-5 pages in length. DUE Friday, May 10. 100 points possible.

Course Schedule

Date	Subject	Reading/Assignments Due
5/6/19	Introduction to Crisis Counseling Surviving and Thriving The Change Process	Echterling, Ch. 1 & 2
5/7/19	Making Contact Making Meaning Managing Emotional Arousal <i>Guest Speaker: Jason Lichti, M.A.</i>	Echterling, Ch. 3-5
5/8/19	Crisis Intervention with Families and Groups <i>Guest Speaker: Jennifer Cline, Ph.D.</i>	Echterling, Ch. 8 & 9
5/9/19	Crisis Intervention with Individuals <i>Guest Speaker: Jack Belcher and Heather Austin</i>	Echterling, Ch. 6 & 7
5/10/19	Crisis Intervention with Communities Post-traumatic Growth Crisis Case Presentations <i>Guest Speaker: Lennie Echterling, Ph.D.</i>	Echterling, 10

Please Note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

SEE BELOW FOR DETAILS OF EACH CLASS PERIOD

GRADING SCALE & FEEDBACK:

All assignments

Grades will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A's and B's.
A GPA of 3.0 is the minimum requirement for graduation.

- Writing Guidelines:**
Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a "good" level with 60% writing at an "excellent" level. All written work must conform to APA writing style standards.
- Academic Integrity Policy (AIP):**
 Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any

assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

- **Turnitin:**

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

- **Moodle:**

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

- **Academic Support Center**

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

- **Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

- **Graduate Writing Center:**

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

- **Course Extensions and Outstanding Grades:**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been

turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies:

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>

<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

- **Title IX:**

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Marcy Engle, Title IX Coordinator, can be reached at [540-432-4148](tel:540-432-4148) or marcy.engle@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Writing Standards – Graduate Level (revised Spring 2012)

Criteria	A excellent	B good	C minimal expectations	Comments
Content (quality of the information, ideas and supporting details.)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style (appropriate attention to audience)	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade

Crisis Counseling

Monday, May 6

Centering Activity
Opening Lecture & Discussion – Crisis & Trauma-Informed Care
In-Class Reading and Discussion of Ch 1 & 2
 Introduction to Crisis Counseling
 The Change Process
 Surviving and Thriving
For Tomorrow: Read Echterling, Ch. 3-5

Tuesday, May 7

Centering Activity
Class Discussion – Making Contact, Making Meaning, Managing Emotional Arousal
Practice
For Tomorrow:
----Read Echterling, Ch. 8 & 9
----Go to <http://www.dss.virginia.gov/abuse/mr.cgi>
 Click on “Required Training/Courses” under Child Protective Services
 Click on CWSE 5692: Recognizing and Reporting Child Abuse & Neglect
 Complete both modules
Special Guest: Jason Lichti

Wednesday, May 8

Centering Activity
Class Discussion – Crisis Intervention with Families and Groups
Practice
For Tomorrow: Read Echterling, Ch. 6 & 7
Special Guest: Jennifer Cline

Thursday, May 9

Centering Activity
Class Discussion – Crisis Intervention with Individuals
Practice
For Friday: Read Echterling, Ch. 10
Special Guests: Jack Belcher and Heather Austin

Friday, May 10

Centering Activity
Class Discussion – Crisis Intervention with Communities
Inner World paper due
Special Guest: Lennie Echterling
Crisis Case Presentations