
Counseling 587

Crisis Intervention and Trauma Healing

Spring 2012

Office Hours: By appointment

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Seminary
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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. Special emphasis will be placed on the impact of trauma on the individual, family and community. 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 OBJECTIVES:

- A. Students will learn to assess the needs and resources of those experiencing a crisis.
- B. Students will become knowledgeable in a specific area of crisis intervention and provide a comprehensive overview of this issue.
- C. Students will share crisis intervention resources that include key issues, interventions, and local resources available for specific crises.
- D. Students will gain a greater awareness of the integration of crisis intervention, risk management, and transcrisis assessment.
- E. Students will learn the impact of crisis/trauma on the individual, family, and community.
- F. Students will practice using and applying crisis intervention skills and techniques.
- G. Students will be able to identify the legal and ethical issues for consideration when working with crisis and trauma

COURSE FORMAT:

This course will meet on Thursdays from 3:00-5:40. Sessions will emphasize lecture, class presentations, discussions, role-play, and self-exploration exercises. Course evaluation will be based on class participation, readings, and assignment.

REQUIRED READING:

James, R. K. (2008). *Crisis Intervention Strategies 6th ed.* Belmont: Thomson-Brooks/Cole

RECOMMENDED READING:

- Briere, J. & Scott, C. (2006). *Principles of Trauma Therapy: A guide to symptoms, evaluation and treatment.* BookSurge Publishing.
- Herman, J. (1997). *Trauma and Recovery: The aftermath of violence – from domestic abuse to political terror.* Basic Books Publishing
- Levine, P.A. (1997). *Waking the Tiger: Healing Trauma.* North Atlantic Books: Berkeley, CA.
- Solomon, M.F. & Siegel, D. J. (2003). *Healing Trauma: Attachment, Mind, Body and Brain.* New York: WW Norton & Co.

COURSE ASSIGNMENTS:

A. Applied Suicide Intervention Skills Workshop (ASIST) (100 points)

Students will be required to attend the 2-day, 14 hour training program on suicide intervention skills on February 3rd and February 4th. The training will take place on the campus of EMU. ASIST is the most widely used intervention skills training in the U.S. This is an intensive, interactive and practice dominated training designed to help caregivers recognize risk for suicide, intervene to prevent immediate harm and link persons at risk to the next level of care. A two-page summary of your experience will be required and due two weeks after completing the workshop. *This workshop will make a significant difference in your abilities when faced with the crisis of potential suicide.*

B. Crisis Intervention Assignment (75 points)

Each student will sign up for a crisis intervention topic at the beginning of the semester. You will research this topic and create a comprehensive binder to be turned in later in the semester. The binder should include information on assessment, intervention, treatment with specific populations and follow-up. A visit to a local agency which provides services specific to your topic is required. You will be given a guide sheet to help you formulate this project.

C. Dead Man Walking Response Paper (50 points)

We will watch this film as a class and following the viewing of the film each student will be required to develop response paper. This paper will examine trauma from various perspectives observed within the film. Each student will be given guide sheet with questions and observations to help conceptualize and create this paper. *APA formatting is required and the paper is to be 5-7 pages in length.*

D. Final Exam (100 points)

There will be a final, comprehensive exam giving at the end of the semester. The exam will be a combination of multiple choice, short answer, and brief essays. The exam will cover the assigned readings as well as in-class presentations. *There will be an exam review with a written study guide at the end of the semester.*

E. Additional Readings

It is expected that students will read the entire required text and choose an additional 400 pages from the recommended list pertaining to trauma and recovery. *Each student will be required to sign a statement documenting the specific readings completed.*

GRADING:

ASIST Training – 100 pts

Final Exam – 100pts

Crisis Intervention Assignment – 75pts

Response Paper – 50pts

Total – 325 points

GRADING SCALE: 100 – 94 = A; 93 – 90 = A-; 89 – 86 = B+; 85 – 83 = B; 82 – 80 = B-

ATTENDANCE POLICY:

Students are expected to attend class on time and to participate fully in all activities. This expectation includes interactive lectures, presentations, and any experiential portions of the class. If for any reason you are unable to attend class please inform your instructor in advance. It is the responsibility of each student to gather any missed information during the absence. Students can miss one class without penalty. Any subsequent absences will result in a deduction of your final course grade (5 pts for each additional absence).

Academic Integrity Policy:

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretive thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active and in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). Taken from “Academic Integrity” in the *2010-2011 Undergraduate Catalog*.

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3rd Floor of the Sadie Hartzler Library.

Disability Statement:

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me or with the Coordinator of Student Disability Support Services in the Academic Support Center, Library, 432-4233.

Changes in Syllabus: Circumstances may occur based on such concerns as unforeseen dynamics, illness, university or departmental calendar of activities, or other circumstances that may occur. Changes will be made at the earliest possible time.

COURSE SCHEDULE:

Topic:	Date:	Instructor/Presenter:
<i>Welcome, Introduction, and Overview</i>	1/12	Randy (Ch.1)
<i>Clinical Case Conceptualization and Intervention: Developing Understanding & Skills</i>	1/19 & 1/26	Randy (Ch. 1, 2, 3, 4)

<i>Nurturing Hope in Your Most Challenging Cases & Implementing Principles of DBT</i>	2/2	Randy (Read Handout on DBT)
<i>STAR Training and Compassion Fatigue</i>	2/9	Elaine Zook-Barge, Director STAR Program (Ch. 15)
<i>ASIST: Applied Suicide Intervention Skills Training(2 day certification training)</i>	2/16 & 2/17	Pam Comer, LPC & Jane Wiggins, Ph.D
<i>Chemical Dependency: The Crisis of Addiction</i>	2/23	Jennifer Johnson, LPC, Coordinator, LIFE Recovery Substance Abuse Program (Ch. 10)
<i>Partner Violence and Sexual Trauma</i>	3/1	Randy (film: Dead Man Walking) (Ch. 8 & 9) ASIST Write-up Due
Spring Break	3/8	
<i>Personal Loss: Bereavement and Grief</i>	3/15	Pam Comer, LPC (Ch. 11)
<i>Practicing Clinical Skills – Role Plays</i>	3/22	Class
Practicing Clinical Skills – Role Plays	3/29	Class DMW – Response Paper Due
<i>Crisis Intervention with Complex Eating Disorders and their Treatment</i>	4/5	TBD
A Day of Hope and Healing: Activities for the Wounded Healer	4/12	Randy (Read Handout) Crisis Intervention Assignment Due
Bringing it all together: Wrap-up and Process Prep for Final	4/19	Randy
Final Exam	4/26	Randy