
Counseling 587

Crisis Intervention and Trauma Healing

Summer 2016

Office Hours: By appointment

Instructor:

Phone:

Email:

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: (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 is a summer session meeting Monday through Thursday from 9:00a.m. – 12:30p.m. for 3 weeks. 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. (2013/2008). *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. Eriksonian Development Paper (100 points)

The purpose of this paper is to have students view, analyze and project how their personal development and navigation of Erikson's 8 stages of psychosocial development have impacted who they are, how they are becoming and who they aspire to be as evolving clinicians. Of particular importance is that Erikson proposed that we progress through various crises at certain stages of our life and that our future development is impacted significantly by the navigation of that particular stage.

B. Dead Man Walking Response Paper (75 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.*

C. 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.*

D. Additional Readings (50 points)

It is expected that students will read the entire required text and choose an additional 300 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:

Erikson Paper – 100pts
Final Exam – 100pts
DMW - Response Paper – 75pts
Additional Reading – 50pts

Total – 325 points

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

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.

Attendance Policy

Due to the interactive nature of this training experience, students are required to attend and actively participate in ALL supervision sessions. Students who anticipate missing internship class or are experiencing difficulties meeting with their site supervisor should contact their faculty supervisor immediately. Supervision is an essential element of the internship experience. Students who miss an internship class or supervision are not able to count internship hours for that week.

Academic Honesty

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.

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.