

Fall 2015

EDGC 6660

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EDGC 6660: Crisis Intervention Counseling
Dept. of Educ. Leadership, Counseling, & Foundations
Counselor Education Program, University of New Orleans

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Required Readings and Sources: Additional readings will be assigned during the semester.

American Psychological Association. (2010). *Publication manual* (6th ed.). Washington, DC: APA.

National Child Traumatic Stress Network (2007). *Psychological first aid manual*. Retrieved from <http://www.nctsn.org>

U.S. Department of Health and Human Services (2007). *Field manual for mental health and human service workers in major disaster*. Retrieved from <http://mentalhealth.samhsa.gov/samhsadr/presentation3.htm#>

Suggested Readings and Sources: Additional readings will be assigned during the semester.

American Counseling Association. (2012). *Disaster Mental Health Resources*.
<http://www.counseling.org/sub/dmh/index.aspx>

Dufrene, R. L., & Dinkel, L. (2009). Ethical issues in crisis intervention work. *Ethics in Psychotherapy, 12*, 13-23.

Kerr, M. M. (2009). *School crisis prevention and intervention*. Upper Saddle River, NJ: Pearson.

- School plans.

Levers, L. L. (2012). *Trauma counseling: Theories and interventions*. (Ed.). New York, NY: Springer Publishing.

- Various articles and perspectives.

Myer, R. A. & James, K. J. CD-Rom and workbook for crisis intervention. Belmont, CA: Thomson/Brooks Cole.

- Crisis intervention basic skills work.

National Child Traumatic Stress Network (2007). *Children in disasters*. Retrieved from
http://www.nctsn.org/nccts/nav.do?pid=hom_main

Slaikeu, K. A. (1990). *Crisis intervention: A handbook for practice and research*. (2nd ed.). Boston, MA: Allyn and Bacon.

- Good overall crisis intervention.

U.S. Department of Health and Human Services (2007). *Mental health response to mass violence and terrorism: A training manual*. Retrieved from <http://mentalhealth.samhsa.gov>

Wiger, D. E. & Harowski, K. J. (2003). *Essentials of crisis counseling and intervention*. Hoboken, NJ: John Wiley & Sons.

- Good list of reactions to crisis (p. 36-37). Small summary of models (p. 84-85).

Zunin, L. D., & Myers, D. *Training Manual for Human Service Workers in Major Disasters* (2nd ed.). Washington, DC.

Goal and Objectives: The goal of this course is to provide an overview of counseling as applied to a variety of crisis and disaster mental health situations and to provide skills and strategies for effective crisis intervention through the **application of counseling theory to counseling practice**. The primary focus of the

course is designed to aid students in developing counseling perspectives, and analytical crisis intervention skills with which to better recognize, examine, and manage a broad range of disaster mental health and crisis counseling interventions applied to the CACREP standards (see rubric attached).

Course Description: EDGC 6660 Crisis Intervention Counseling. 3cr. Prerequisites: EDGC 6430 and admission to a degree program or consent of department, the theory and practical application of crisis intervention techniques. Special attention is given to counseling approaches for use with circumstantial and developmental life crises.

Methods of Instruction: Lecture/discussion, interviews, and guest speakers will be used throughout the semester to introduce and illustrate the uniqueness of crisis intervention and disaster mental health services from a counseling perspective.

CACREP Standards Addressed in this Course:

Section III.SC.D.4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

Section II.SC.G.1.c. 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.

Section II.SC.G.5.g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

Section III. SC.M.7. Knows school and community collaboration models for crisis/disaster preparedness and response.

CACREP SLO Standards Assessed in this Course: CMHC.II.G.1.c, 3.c, 5.g.; CMHC.III.A.9.10, C.6, D.6, K.5, L.3; SC.III.C.6. Doctoral: .G.4., I.4

Class Lectures and Assignments: The confluence of the course content and the events that have affected us all presents a unique opportunity for you to personalize the course learnings. The class format will be discussion, presentation, clinical, and experiential in nature. Readings will be a source for students to contribute and participate in the class structure. Assigned readings will be important for students to prepare for class and participate during class and in which students must be able to apply their readings to clinical experiences in crisis intervention.

Technology: Students are responsible regarding the use of technology as it relates to each of the objectives covered in the course. UNO's computing services is a source for technology questions and concerns. Students will utilize technology through Moodle, Webstar, UNO email, downloading documents in Word and PowerPoint, using Microsoft Word (latest version), using Microsoft PowerPoint, using Real Player for videos, using video equipment, using internet sources for technology, and using the UNO library services for identifying topics and locating literature for assignments as required. Students are also responsible for checking their UNO email accounts regularly and for downloading documents that may be sent to them for upcoming lectures. All email correspondence will be through UNO email accounts unless otherwise noted for specific assignments. Students should check their email accounts the evening before each class meeting.

Assignments:

Participation/Attendance: Students are expected to attend all classes regularly and punctually. A student who is not present in class is marked absent. Class role will be taken at the beginning of class. As per the university student handbook, if you are more than 5 minutes late for class, you will be marked absent. Attendance is a prerequisite to successful completion of the course. Effort in class includes participation in all discussions, exercises, and submission of assignments beginning with the first week of class.

Interview (5%): Students will interview a crisis counselor (interviewee must be a licensed person who has worked in crisis setting such as a LPC, Psychologist, Psychiatrist, Social Worker, or approved by the instructor). A brief bio of the person interviewed, location that the person works, date and time of the interview, and two (2) aspects you learned about crisis counseling and (1) aspect that you are interested in as a result of your interview must be posted in the assigned Moodle discussion. Students will discuss their interviews in class during class discussions (**CMHC.A.9, CMHC.A.10, CMHC.C.6**)

Proposal/Presentation (25%): (**CMHC.G.1.c, CMHC.A.9, CMHC.A.10, CMHC.C.6, CMHC.K.5, CMHC.L.3**)

Proposal: Each student will write his or her own (**1 student**) written proposal for a poster presentation. The proposal **must be an integration** of the students chosen counseling theory, a description of application of the counseling theory as it would be applied to a crisis intervention/disaster mental health setting. ACA proposal format must be used as a guideline for the written proportion of this assignment. A minimum of three (3) professional journal articles and information learned from the *PFA Certificate* should be used as references. The written proposal must follow APA (6th ed.) format.

Presentation: Students will conduct a team (**2 students**) poster presentation which must include content from their proposal including rationale, objectives, counseling theory for chosen crisis intervention/disaster mental health setting, population served, and counseling techniques used. Areas for evaluation will include visuals, handouts, and presenter interaction (see rubric).

Topics: Self-Care, General Overview/Post-Traumatic Growth/Resiliency, Psychological First Aid, National Disasters, (i.e. 9/11, Katrina), Military, Suicide, Shootings, Schools, At Risk Populations.

Lecture Questions (20%): For each week that there is a lecture, discussion, etc. students will submit **two (2)** questions to the instructor included in an email based on readings, class material, assignments, lectures etc. for possible exam questions. Questions each week are due **no later than 6pm on each Sunday**. Answers to questions must be included with questions to receive credit. Questions must be of the following types of exam question: multiple choice, listings, fill in the blank, or discussion. No True/False questions are accepted. Class attendance is required to submit questions. For every question submitted late, 2 points a day will be subtracted from overall assignment score. Exams will be based on 60% of student submitted questions.

Exams (50%): There will be 2 exams which will be of various formats including multiple choice, short answer, essay, true/false etc. Exams will be based on **all** class lectures and readings. (**CMHC.G.1.c, CMHC.G.3.c, CMHC.G.5.g, CMHC.D.6, CMHC.K.5, SC.C.6**)

Late /Missed Assignments: Assignments are due by the end of class on the **due date**. A deduction of 5 points against the assignment will be incurred for each day late.

Grading: The professor of any course does not give you a grade. You earn your grade. By taking responsibility for your grade, you have more responsibility for your education and your professional life. Through constant evaluation, based on the observations of your work, feedback from your colleagues and the instructor, readings, and written assignments, I hope that you will be able to acknowledge your skills and accomplishments and identify areas needing further understanding, practice, and refinement. All work will be expected to be of graduate level caliber.

Academic Honesty Statement: Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying

identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm .

Disability Services: The Office of Disability Services (ODS) in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled. Students with disabilities are encouraged to contact their instructors and/or the Office of Disability Services to discuss their individual needs for accommodations (<http://www.ods.uno.edu>). Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services at 280-6222 or the Accommodative Testing and Adaptive Technology Center at 280-7284, as soon as possible to better ensure that such accommodations are implemented in a timely manner. If you need any special accommodations related to the course such as e.g., religious holidays, special learning needs, or military considerations, please see me after the first class meeting or make an appointment as soon as possible in the beginning of the semester.

Doctoral Students: There is an addendum syllabus for doctoral work.

Note: Please place all cell phones on vibrate. No texting, use of the internet, or WiFi will be allowed during class.

Note: This syllabus is only an approximate outline of the material presented in this class. Topics may be added, deleted, or shifted as time permits.

Name: _____

Date: _____

Criterion	0-15 Unacceptable	16-21 Acceptable	22-25 Target (exceeds expectations)
Proposal/Presentation information and content	Does not accurately introduce ideas, rationale, learning objectives, diversity, ethics, quantity of material for target audience in crisis/disaster settings	Accurately introduces and exhibits ideas, rationale, learning objectives, diversity, ethics, quantity of material for target audience in crisis/disaster settings	Accurately demonstrates and exhibits advanced ideas, rationale, learning objectives, diversity, ethics, and quantity of material for target audience in crisis/disaster settings
Summarization and integration of main ideas with theory	Does not summarize and integrate chosen theory for crisis/disaster settings	Provides summarization and integration of chosen theory within crisis/disaster settings	Provides concise summarization and integration of chosen theory within crisis/disaster settings
Organization of proposal/paper	Does not accurately complete paper/poster (answers chosen topic); organize (use of transitional sentences, integration of ideas headings, topic sentences); clarify (flow); and use grammar (spelling, punctuation, etc.)	Accurately evaluates and provides complete paper/poster (answers chosen topic); organizes (use of transitional sentences, integration of ideas headings, topic sentences); clarifies (flow); and use grammar (spelling, punctuation, etc.)	Accurately evaluates and provides complete paper/poster (answers chosen topic); organizes (use of transitional sentences, integration of ideas headings, topic sentences); clarifies (flow); and use grammar (spelling, punctuation, etc.)
APA formatting	Inadequately use of APA format for title, citations, references and format within body of paper	Adequately identifies and uses APA format for title, citations, references and format within body of paper	Thoroughly identifies accurate use of APA format for title, citations, references and format within body of paper
Presentation style	Fails to present rationale for proposal and learning objectives (for target audience); use of visual display (font size, colors etc.); use of structure and materials; and addresses diversity and ethics	Discusses rationale for proposal and learning objectives (for target audience); use of visual display (font size, colors etc.); use of structure and materials; and addresses diversity and ethics	Provides detailed rationale for proposal and learning objectives (for target audience); use of visual display (font size, colors etc.); use of structure and materials; and addresses diversity and ethics

**CACREP STANDARDS RUBRIC:
MASTER'S LEVEL CLINICAL MENTAL HEALTH AND SCHOOL COUNSELING**

Course #: _____
Professor: _____

Student Name: _____
Semester/Year: _____

- 0 = Unacceptable: Student did not meet the standard.
 1 = Below Expectations: Student performed below expectations on the standard
 2 = Acceptable: Student adequately met the standard.
 3 = Target: Student performed above expectations on the standard.

Section II.CMHC.G.1.c: 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. <i>Assessments:</i> Exams and Proposal/Presentation	
Section II.CMHC.G.3.c: Effects of crises, disasters, and other trauma-causing events on persons of all ages. <i>Assessments:</i> Exams / PFA Certificate	
Section II.CMHC.G.5.g: Crisis intervention and suicide prevention models, including the use of psychological first aid strategies. <i>Assessments:</i> Exams / PFA Certificate	
Section III.CMHC.A.9: Understands the impact of crises, disasters, and other trauma-causing events on people. <i>Assessments:</i> Interview and Proposal/Presentation	
Section III.CMHC.A.10: Understands the operation of an emergency management system within clinical mental health agencies and in the community. <i>Assessments:</i> Interview and Proposal/Presentation	
Section III.CMHC.C.6: Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. <i>Assessments:</i> Interview and Proposal/Presentation	
Section III.CMHC.D.6: Demonstrates the ability to use procedures for assessing and managing suicide risk. <i>Assessments:</i> Exams	
Section III.CMHC.K.5: Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event. <i>Assessments:</i> Exams	
Section III.CMHC.L.3: Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events <i>Assessments:</i> Proposal/Presentation	
Section III: SC.C.6: Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. <i>Assessments:</i> Exams / PFA Certificate	

Doctoral students will conduct a crisis intervention demonstration video and presentation including a specific chosen counseling theory and its application to a crisis/disaster/trauma intervention setting. The requirements will include the following assignments/percentages:

Video (15%) / Presentation (25%) (CACREP Doctoral Standards IV.G.4, IV.I.4)

- Topic should be approved by instructor.
- Total time for each presentation will be no less than 45-50 minutes and must include a 5-10 (minimum) minute discussion time for processing the activity.
- Create a 10-15 (minimum) minute crisis intervention demonstration video with a crisis scenario and an intervention script (roles in video) to be included in your presentation.
- Integration of crisis/disaster/trauma setting with your chosen theory must be included in all materials.
- As part of the script development for the video, you must find appropriate professional references to clearly identify specific issues, concerns, and appropriate interventions.
- A minimum of three (3) professional journal articles and information learned from the *PFA Certificate* should be used as references.
- Presentations will be conducted in class as if the class were a consultation team including an activity and provide appropriate discussion of key factors identified in the film.
- Presentations must include power point which will be assessed on content, formatting, etc.
- Handouts that educate class members must also be provided, including a reference page that identifies the person who was responsible for a particular reference, written materials associated with your presentation such as handouts and power point slides.

Lecture Questions (10%): For each week that there is a lecture, discussion, etc. students will submit **two (2)** questions to the instructor included in an email based on readings, class material, assignments, lectures etc. for possible exam questions. Questions each week are due **no later than 6pm on each Sunday**. Answers to questions must be included with questions to receive credit. Questions must be of the following types of exam question: multiple choice, listings, fill in the blank, or discussion. No True/False questions are accepted. Class attendance is required to submit questions. For every question submitted late, 2 points a day will be subtracted from overall assignment score. Exams will be based on 60% of student submitted questions.

Exams (50%): There will be 2 exams which will be of various formats including multiple choice, short answer, essay, true/false etc. Exams will be based on **all** class lectures and readings.

EDGC6660 – Doctoral Student Video and Presentation Rubric

Name: _____

Date: _____

Criterion	0-29 Unacceptable	30-35 Acceptable	36-40 Target (exceeds expectations)
Film/Video Content	Does not accurately demonstrate completeness and organization, creativity of scenario(s), and clear identification of appropriate crisis counseling interventions for target of audience in crisis/disaster /trauma settings	Accurately demonstrates and exhibits organization, creativity of scenario(s), and clear identification of appropriate crisis counseling interventions for target of audience in crisis/disaster /trauma settings	Accurately demonstrates and exhibits advanced organization, creativity of scenario(s), and clear identification of appropriate crisis counseling interventions for target of audience in crisis/disaster /trauma settings.
Presentation Style	Does not introduce material and summarize integration of chosen theory with crisis intervention, use of appropriateness of handouts, flow and organization of content, provide examples, and conclusions for crisis/ disaster /trauma settings	Provides summarization of chosen theory with crisis intervention, use of appropriate handouts, flow and organization of content, provide examples, and conclusions for crisis/ disaster /trauma settings	Provides concise summarization and integration of chosen theory with crisis intervention, use of appropriate handouts, flow and organization of content, provide examples, and conclusions for crisis/ disaster /trauma settings
Power Point	Does not accurately present rationale of topic, leaning objectives main ideas, organization, headings, clarity (font size, visuals, etc.) grammar (spelling, punctuation, etc.), and APA citations and references.	Accurately evaluates rationale of topic, leaning objectives main ideas, organization, headings, clarity (font size, visuals, etc.), grammar (spelling, punctuation, etc.), and APA citations and references.	Accurately evaluates and provides complete rationale of topic, leaning objectives main ideas, organization, headings, clarity (font size, visuals, etc.), grammar (spelling, punctuation, etc.), and APA citations and references.

CACREP STANDARDS RUBRIC DOCTORAL

Course #: _____
 Professor: _____

Student Name: _____
 Semester/Year: _____

- 0 = Unacceptable: Student did not meet the standard.
- 1 = Below Expectations: Student performed below expectations on the standard
- 2 = Acceptable: Student adequately met the standard.
- 3 = Target: Student performed above expectations on the standard.

Section IV.G.4. Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events. <i>Assessments: Presentation and PFA Certificate</i>	
Section IV.I.4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters. <i>Assessments: Presentation and PFA Certificate</i>	

NCATE Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Roles and Responsibilities of Professionals in Counselor Education

- Design, implement, monitor, and evaluate programs. Counselors develop effective and comprehensive programs, which incorporate an awareness of various systems that affect students, school, and home.
- Advocate for children, services, and supports. Counselors are effective advocates for students, families, and school communities.
- Provide individual, group, and family counseling. Counselors promote school success as measured by the academic, career, and personal/social development of all students.
- Offer career and academic guidance. Counselors utilize developmental approaches to assist all students and parents at points of educational transition for all students.
- Collaborate to support group practice. Counselors link multiple stakeholders in the school and community to effect positive change using strategies that are grounded in the interaction of practice and theory.
- Consult with teachers and parents/legal guardians. Counselors act as a resource regarding a variety of issues that pertain to the developmental needs of all students.