

**COU 674: Crisis Counseling & Crisis Intervention**

Summer II, 2021

May 24 – June 18: Monday: Recorded content and Wednesday 6:15-9:00 pm EST On campus

**Instructor:** Paige Faust, LPCCs-KY

**Email:** [yeagerb2@nku.edu](mailto:yeagerb2@nku.edu)

**Office Hours:** By appointment

**Co-Instructor:** Dr. Lawrence, Ph.D, LPCC

**Email:** [lawrencec7@nku.edu](mailto:lawrencec7@nku.edu)

**Phone:** (859) 572-6652

**Course Description:**

This course introduces the theories, principles and concepts of crisis intervention, as well as an overview of the field's history and development. Particular attention is given to the various contemporary techniques of crisis intervention and resolution used in community, school, family and individual counseling settings, with the intent of helping students learn the practical skills necessary to work with people in crisis.

**Instructional Methods:**

This course will utilize synchronous face-to-face lecture for half of the scheduled class days, and half recorded content classes noted in the class schedule below. Students can expect to engage in a blend of discussion, lecture, reading, and written work.

**Required Materials**

Echterling, L. G., Presbury, J., & Edson McKee, J. (2016). *Crisis intervention: Building resilience in troubled times*. San Diego, California: Cognella.

ISBN: 978-1-5165-1158-7

**Disclosure Statement**

Paige Faust is a doctoral-level student at the University of Cumberlands. She is being supervised by Dr. Christopher Lawrence. Students are encouraged to address concerns related to the COU 674 course with Paige. Dr. Lawrence is available for any additional inquiries as necessary.

**Student Evaluation**

Students will be assessed on the following professional performance dispositions: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation.

### Course Assignments Point Breakdown

Weekly Discussion Boards	= 50pts
Movie Paper	= 100 pts
Group Interview	= 100 pts
Crisis Narrative	= 150pts
<b>Total</b>	<b>400 pts</b>

### University Grading Scale

- A: 93.00-100.00
- A-: 90-92.99
- B+: 87-89.99
- B: 83-86.99
- B-: 80-82.99
- C+: 77-79.99
- C: 73-76.99
- F: 0-72.99

### Submission of Assignments

*Submission dates are identified on the assignment description below, and on the course schedule. Submissions will be received no later than 11:59 pm EST on the date noted. Any assignments received later will not be graded. Students should consult with the instructor prior to the due date if more time is needed.*

### Assignment Details

#### Class Attendance and Participation:

Class participation and completion of readings is required. Students are expected to contribute to discussions, participate in activities, ask questions about concepts/processes, respond to instructor questions, and contribute their ideas about the material presented in class. Failing to complete readings and participate actively in class activities (e.g., discussions, experiential group activities) will adversely affect a student's grade. **Given the abbreviated nature of this course, more than one absence will prevent completion of course requirements.** Students should contact the instructor in advance if they will be absent.

#### Easter Eggs (EE):

Due to the use of recorded content, "Easter eggs" or 10-point assignments will be embedded into each recording. Instructions for each will be explicitly provided within the recording. Each recording will be made available on the Monday of that week and assignments will have until that following Sunday 11:59 pm EST to be completed. Assume that all written material submitted should be written as professionally as possible and should be appropriate for the graduate level.

#### Crisis Movie Paper:

Watch a movie from the approved list. Write a minimum 3-page paper containing two sections. The first section identifies: (1) who is in crisis (may be more than one, but primary one), (2) the nature of the crisis (e.g., systemic, existential, situational, metastasizing, etc.) (10 points), and (3)

the course of the crisis (10 points). Then discuss how those characters identified, attempt to cope with the crisis (whether effective or not) (10 points).

Section two will (1) apply a crisis intervention model (20 points), (2) identify potential resources needed (20 points), and (3) identify potential issues the person might need to address if referred for counseling – and why (20 points). Minimum of 2 professional journal articles (current within the last 5 years) are required to support aspects of the paper (5 points). The paper will be completed in APA format (5 points).

### **Crisis Experience, Group Interview:**

Students will interview an individual, brought in by the instructor, who has been through a significant crisis. The interview should pursue the following information: a brief summary of the crisis, what help was most beneficial, what was most hurtful, a description of the person(s) who were the most helpful through the crisis and why, and any other insights the person desires to share. The interview insights will then be written, *as a group*, into an organized (double-spaced) paper, APA-style, consisting of a minimum of 7 pages (not including title page and references). The focus of this assignment is upon the nature of the assistance the individual experienced. Rather than recapping the interview, this paper will link elements of the crisis experience and recovery process to the text, course materials, and relevant journal articles. Minimum of 5 professional journal articles are required to support aspects of the paper.

### **Autobiographical Crisis Narrative:**

This assignment will be built upon the story of a crisis that occurred in the student's life, and will consist of two parts. The first part will involve the composition of a detailed personal crisis narrative that describes: the events, persons, etc. that led to the crisis; the crisis itself; what happened after the crisis; and any persons that may have aided at any stage of the crisis. The second part involves assessing the crisis from a critical perspective, utilizing the theories, principles, concepts and techniques learned in the class to explore the situation both individually and systemically. Resiliencies should be addressed. The paper will be typed, double-spaced, APA-style, consisting of a minimum of eight (8) pages in length (not including title page and references).

### **Accommodations Due to Disability**

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present me a letter from the Office for Student Accessibility (OSA, SU 303) indicating the existence of a disability and the suggested accommodations. More information on OSA can be found at <https://inside.nku.edu/osa.html>.

### **Name and Pronoun**

My gender pronouns are she/her, and I prefer to be addressed as Paige. I will gladly honor your request to address you by an alternate name and/or your preferred honorific, and use your preferred gender pronouns. Please advise me of these early in the semester so that I may make appropriate changes to my records.

## **Changes in the Syllabus**

The syllabus is a projection of what I anticipate for the course. I reserve the right to modify the syllabus in order to adjust to changing circumstances and will notify the course of any modifications.

## **Communication**

Students should check their e-mail inbox/Canvas course sites regularly. Students may expect instructor responses to emails within 2 business days. Should you not receive a response in that time please email a second time. Email is not an appropriate method for an emergency. Please call the appropriate entities, dependent on the emergency.

It is my hope that if you have concerns regarding the course, you will reach out to me to discuss the issue so we may address it. Should you have any concerns about my responsiveness, you are always welcome to contact the chair of the department/director of the school.

## **Classroom Behavior Policies/ Netiquette**

All requirements must be met in order to receive a passing grade in this course. In addition, all work submitted must reflect the student's own individual work. Any academic dishonesty such as cheating or plagiarism will result in either a failing grade in the course, a failing grade on the assignment, or other stipulations, which are up to the instructor based on the nature of the case. Given the online, synchronous nature of the course, please be sure to mute yourself if you are not engaged in classroom discussion. Be sure that you are in a quiet space. Due to the potential personal nature of the course, please respect the confidentiality of other students by ensuring that others in your work space cannot hear what is being shared. i.e. wear head phones, be in the room alone. The instructor will mute or turn off video capability if the student does not address disruptions independently.

The academic classroom, whether live or online, should serve as an environment where diverse, and sometimes controversial ideas can be discussed and evaluated. The classroom will serve as a free-speech zone in which students will not be penalized for their viewpoints or opinions.

[NKU's Code of Student Rights and Responsibilities states the following: "The professor has an obligation to encourage free discussion, inquiry, and expression. He/she may not evaluate student performance based on opinions (such as religious belief or political views) or conduct in matters unrelated to academic standards. Should students feel their performance has not been judged on solely academic grounds or that their grade does not reflect the quality of their work, they may appeal the professor's decision using the Academic Appeals Procedure outlined subsequently."]

Students in the class may be very diverse, representing different values, beliefs, and opinions.

Some of the topics discussed in this class may be of a sensitive nature, or controversial, and may evoke strong emotions so please be respectful of other's emotions and be mindful of your own.

The instructor will do his best to provide an environment in which everyone is able to hear and respect each other. However, it is critical that each class member show respect for all worldviews expressed in class. Students are expected to listen to and interact with open minds regarding one another's differences. Intentionally malicious racism, sexism, homophobia, classism, ageism, and other forms of bigotry and discrimination are inappropriate to express in class. Please let the instructor know if something has been said or done which is particularly troubling to you.

Students unable to abide by this policy should not take this class or may be asked to leave the course.

### **Confidentiality and Ethics**

Because personal information may be shared during class sessions, it is understood that all students will adhere to an ethical policy of confidentiality. What others (i.e., students, speakers) share in class is not to be discussed outside of class. Breaking the confidentiality of anyone involved in this course will be considered a serious violation of academic/ professional integrity.

### **Credit Hour Policy Statement**

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

Class Attendance (5.5 hrs/wk x 5 wks)	= 27.5 Hours
Readings (10 hrs/wk x 5 wks)	= 50.0 Hours
Easter Egg assignments (1 hr/wk x 5 wks)	= 5.0 Hours
Movie Paper	= 8.0 Hours
Crisis Interview	= 25.0 Hours
<u>Crisis Narrative</u>	<u>= 40.0 Hours</u>
Total	= 155.5 Hours

### **Mission**

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities

### **Vision**

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

### **Kentucky Core Academic Standards (KCAS)**

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the Kentucky Core Academic Standards.

## Tentative Course Schedule

Tentative Course Schedule:

### Week One

May 24 (Recording)

- **Topic:** Syllabus review & crisis Hx introduction
- **Readings due:** Chapter 1
- **Assignments due:** EE 5/30/2020 11:59 pm EST

May 26 (On campus)

**Topic:** Change process and counselor response

- **Readings due:** Chapters 2 & 3

### Week Two

May 31 (Recording – Video available online)

- **Topic:** Psychological First Aid (PFA)
- **Readings due:** Chapter 10
- **Assignments due:** EE 6/6/2021 11:59 pm EST

June 2 (On campus)

- **Topic:** Suicide prevention & assessment; Interview prep
- **Readings due:** Chapter 5
- **Assignments due:** Crisis Movie Paper 6/6/2021 11:59 pm EST

### Week Three

June 7 (Interviews/Zoom)

- **Topic:** Group Interview (times TBD)
- **Assignments due:** EE 6/13/2021 11:59 pm EST

June 9 (On campus)

- **Topic:** Childhood trauma & ACES
- **Readings due:** Chapters 6 & 7
- **Assignments due:** Group Interview Paper 6/13/2020 11:59 pm EST

### Week Four

June 14 (Recording – Video available online)

- **Topic:** Considering diagnosis
- **Readings due:** Chapters 8 & 9
- **Assignments due:** EE 6/20/2021 11:59 pm EST

June 16 (On campus)

- **Topic:** Addressing crisis via telehealth; Burnout & vicarious trauma
- **Readings due:** Chapter 4
- **Assignments due:** Trauma Narrative 6/20/2021 11:59 pm EST

### Week Five

June 21 (Recording)

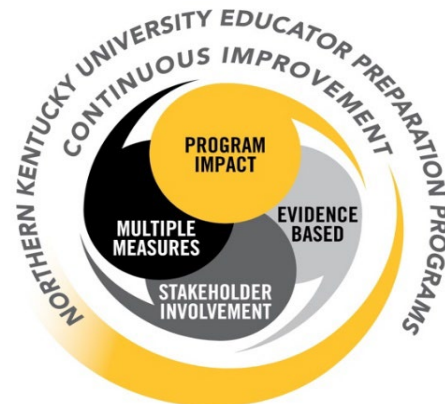
- **Topic:** Resiliency & posttraumatic growth

June 23 (On campus)

- **Topic:** Review & closing
- **Assignments due:** EE 6/23/2020 11:59 pm EST

### **Other Information**

For information on university-wide policies governing students, please see the University Common Syllabus on your course Canvas site.



## Knowledge & Skill Outcomes

### CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

<b>Students will be able to:</b>	<b>CACREP<sup>1</sup></b>	<b>Content Coverage</b>	<b>Class Assignments</b>
Understand the history and philosophy of the counseling profession and its specialty areas	2.F.1.a.	Lecture notes; Echterling, Chapter 1, 2	EE reflection activity discussions
Understand the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	2.F.1.b.	Lecture Notes; Echterling Ch 3, 6, 8, 10; Psychological First Aid (PFA) Field Operations Guide, Core Actions 1-8; Skills for Psychological Recovery (SPR) Field Operations Guide Core Skills 1-6	Activities & discussions, EE reflection assignment
Understand counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c.	Lecture Notes; PFA Core Actions 1-8; SPR Core Skills 1-6; Echterling Ch 1, 6, 8, 10	Movie paper 2, Crisis Interview, activities & discussions
Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i	Cori, Chapter 6; Herman, Chapter 7; PFA Overview, Core Actions 1-8; SPR Delivery Considerations, Core Skills 1-6; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers
Demonstrate strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Lecture notes; PFA Psychological First Aid Survivor Care	Crisis Narrative, Movie Papers
Identify self-care strategies appropriate to the counselor role	2.F.1.l	Lecture notes; PFA Psychological First Aid Survivor Care; Echterling Ch. 10	Crisis Interview, Crisis Narrative, EE reflection assignment
Identify and demonstrate multicultural counseling competencies	2.F.2.c	Echterling Ch 1, 3, 4, 8; PFA Core Actions 1-2, 6; SPR Core Skills 1, 6; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers
Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d	Echterling Ch 4, 8; PFA Core Actions 1-2, 6; SPR Core Skills 1, 6; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers
Demonstrate understanding of help-seeking behaviors of diverse clients	2.F.2.f	Echterling Ch 3, 4; PFA Core Actions 1-4, 7; SPR Core Skills 1, 6; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers



Recognize the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g	Echterling Ch 1; PFA Core Actions 1-4, 6, 8; SPR Core Skills 3, 6; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers, EE reflection activity
Identify biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e	Echterling Ch 1, 5; PFA Core Actions 2-4; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers
Understand the systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f	Echterling Ch 1, 8, 9; PFA Core Actions 1-4; SPR Core Skills 1, 4; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers
Recognize the effects of crisis, disasters, and trauma on diverse individuals across the lifespan	<b>2.F.3.g</b>	Echterling Ch 1, 3, 8 PFA Core Actions 1-8; SPR Core Skills 1-6; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers
Understand theories and models of counseling	2.F.5.a.	Lecture notes; Echterling Ch 2, 3, 4, 6; PFA Core Actions 1-8; SPR Core Skills 1-6	Crisis Interview, Crisis Narrative, Movie Papers
Identify and demonstrate ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	Echterling Ch 3; PFA Core Actions 1; SPR Core Skills 1; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers
Identify and demonstrate the use of counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	Echterling Ch 1, 4; PFA Core Actions 1-3; SPR Core Skills 1, 4; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers
Identify and demonstrate the use of essential interviewing, counseling, and case conceptualization skills	2.F.5.g.	Echterling Ch 1, 4, 6, 8; PFA Core Actions 4; SPR Core Skills 1; Lecture Notes	Crisis Interview, EE reflection activity
Understand evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j.	Echterling Ch 1, 2, 5, 9; PFA Core Actions 1-8; SPR Core Skills 1-6; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers
Recognize strategies to promote client understanding of and access to a variety of community- based resources	2.F.5.k.	Echterling Ch 3, 5, 6 PFA Core Actions 6, 8; SPR Core Skills 6; Lecture Notes;	Crisis Interview, Crisis Narrative, Movie Papers
Identify suicide prevention models and strategies	2.F.5.l.	Lecture notes; Echterling Ch 7 PFA Core Actions 3; SPR Core Skills 4	Activities and discussions
Understand crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	<b>2.F.5.m.</b>	Echterling Ch 9, 10; Lecture Notes; PFA Core Actions 1-8; SPR Core Skills 1-6;	Crisis Interview, Crisis Narrative, Movie Papers

Examine processes for aiding students in developing a personal model of counseling	2.F.5.n.	Echterling Ch 2, 3, 4; PFA Core Actions 1-8; SPR Core Skills 1-6; Lecture Notes	Activities and discussions
Understand procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c.	Lecture notes; PFA Core Actions 2, 3; SPR Core Skills 1, 4 Echterling Ch 7	Activities and discussions
Recognize procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d.	Lecture notes; PFA Core Actions 2, 3; SPR Core Skills 1, 4; Cori, 2008	Activities and discussions
Demonstrate the use of environmental assessments and systematic behavioral observations	2.F.7.j	Herman, 2015; PFA Core Actions 1-2, 6; SPR Core Skills 1, 6; Lecture Notes	Activities
Identify evidence-based counseling practices	2.F.8.b.	Echterling Ch 2, 4; PFA Core Actions 1-8; SPR Core Skills 1-6; Lecture Notes	Activities and discussions
Understand theories and models related to clinical mental health counseling	5.C.1.b.	Echterling Ch 2, 3, 4; PFA Core Actions 1-8; SPR Core Skills 1-6; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers
Recognize potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	5.C.2.e	Echterling Ch 5; PFA Core Actions 1-4; SPR Core Skills 4; Lecture Notes	Activities and discussions
Demonstrate understanding of the impact of crisis and trauma on individuals with mental health diagnoses	<b>5.C.2.f</b>	Echterling Ch 3; PFA Core Actions 1-8; SPR Core Skills 1-6; Lecture Notes	Crisis Interview, Crisis Narrative, Movie Papers
Identify legal and ethical considerations specific to clinical mental health counseling	5.C.2.1	Herman, 2015; PFA Core Actions 1-8; SPR Core Skills 1-6; Lecture Notes	Crisis Interview, Movie Papers
Understand importance of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.3.a	PFA Core Actions 4; SPR Core Skills 1; Lecture Notes	Crisis Interview
Recognize strategies for interfacing with integrated behavioral health care professionals	5.C.3.d	Lecture notes; PFA - Service Delivery Sites and Settings	Activities and discussions

<sup>1</sup>CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016 Standards