

**University of North Texas at Dallas**  
**Fall 2015**  
**SYLLABUS**

**COUN 5490 Crisis Intervention Counseling 3Hrs**

<b>Department of</b>	<b>Counseling</b>	<b>Division of</b>	<b>Counseling &amp; Human Services</b>
<b>Instructor Name:</b>	Dr. Cyndi Matthews		
<b>Office Location:</b>	140F Building 1 UNT Dallas		
<b>Office Phone:</b>	972-778-1390		
<b>Email Address:</b>	Cynthia.matthews@untdallas.edu		
<b>Office Hours:</b>	Tues 3-5 p.m. Wed 3-5 p.m. Thurs 3-5 p.m.		
<b>Virtual Office Hours:</b>	As needed		
<b>Course Format/Structure</b>	51% face-to-face; 49% online		
<b>Classroom Location:</b>	Room 338 Building 2		
<b>Class Meeting Days &amp; Times:</b>	Wednesday 5 – 7:50 p.m./online during the week		
<b>Course Catalog Description:</b>	Provides in-depth study of the nature of crises and crisis intervention. Students will learn crisis theory, crisis intervention models, and practical skills for effective crisis intervention for crises including suicide, violence, victimization, psychiatric illness, chemical dependency, individual or family-level trauma, and community-wide disasters. Emphasis will be placed on the counselor's development of crisis assessment, management, and short-term intervention skills. Special attention will be given to cultural, ethical, and legal considerations.		
<b>Prerequisites:</b>	COUN 5680 and COUN 5710		
<b>Co-requisites:</b>			
<b>Required Text:</b>	<p>James, R. K., Gilliland, B. E. (2017). Crisis intervention strategies, (8th ed.) Brooks/Cole Cengage Learning: Belmont, CA. ISBN: 9781337147132</p> <p>Myer, R. A., &amp; James, R. K. (2005). CD-ROM and workbook for crisis intervention (Rev. ed). Belmont, CA: Wadsworth.</p> <p><i>Publication manual of the American psychological association, (6<sup>th</sup> ed.).</i> (2010). American Psychological Association: Washington, DC.</p> <p>MindTap® Counseling – code (purchased from bookstore)</p> <p>Encrypted Flash drive and video/computer for recording.</p>		
<b>Recommended Text and References:</b>	<p>Barrio, C. (2007). Assessing suicide risk in children: Guidelines for developmentally appropriate interviewing. <i>Journal of Mental Health Counseling, 29</i>, 50-66.</p> <p>Boyd Webb, N. (2007). <i>Play Therapy with Children in Crisis, Third edition</i> New York: Guilford Publications</p> <p>DeWolfe, D. J. (2000). <i>Training manual for mental health and human</i></p>		

	<p><i>service workers in major disasters</i> DHHS Publication No. ADM 90-538). Washington, DC: Department of Health and Human Services.</p> <p>Jobes, D. A., Moore, M. M., &amp; O'Connor, S. S. (2007). Working with suicidal clients using the Collaborative Assessment and Management of Suicidality (CAMS). <i>Journal of Mental Health Counseling</i>, 29, 283-300.</p> <p>Lee, J. B., &amp; Bartlett, M. L. (2005). Suicide prevention: Critical elements for managing suicidal clients and counselor liability without the use of a no-suicide contract. <i>Death Studies</i>, 29, 847-865.</p> <p>Myer, R. A., &amp; James, R. K. (2005). CD-ROM and workbook for crisis intervention (Rev. ed). Belmont, CA: Wadsworth.</p> <p>National Child Traumatic Stress Network and National Center for PTSD. (2005). <i>Psychological first aid: Field operations guide</i> (2nd ed.). Available: <a href="http://www.ncptsd.va.gov/pfa">http://www.ncptsd.va.gov/pfa</a></p> <p>Rudd, M. D., Mandrusiak, M., &amp; Joiner Jr., T. E. (2006). The case against no-suicide contracts: The commitment to treatment statement as a practice alternative. <i>Journal of Clinical Psychology</i>, 62, 254-251.</p> <p>Webber, J. (2010). <i>Terrorism, trauma, and tragedies: A counselor's guide to preparing and responding. Second edition</i>. Alexandria, VA: American Counseling Association.</p>
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<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a></p>
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<b>Course Goals or Overview:</b>	
	<p>The goal of this course is for students to understand the effects of crisis, disaster, and trauma on individuals across the lifespan and develop skills for providing crisis intervention with particular attention to assessment and management of suicide risk and provision of psychological first aid services.</p>

<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will:
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CMHC Outcomes	CACREP	Evaluation
1. Explain and understand the impact of crises, disasters, and other trauma-causing events on people.	A9	Scenario & Video 1; Quiz 1
2. Discuss and understand the operation of an emergency management system within clinical mental health agencies and in the community.	A10	Scenario & Video 11 & 12; Quiz 11 & 12
3. Explain and understand the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	C6	Scenario & Video 1; Quiz 1; Video & Scenario #3 Quiz 3 Video Assignment #3

4. Demonstrate the ability to use procedures for assessing and managing suicide risk.	D6	Video & Scenario 2; Scenario & Video 4 - 10; Quiz 4 – 10; Video Assignment #2
5. Demonstrate the ability to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	H3	Video & Scenario 1 4 - 11; Quiz 4 – 11 Video Assignment #1
6. Explain and understand the appropriate use of diagnosis during a crisis disaster, or other trauma-causing event.	K5	Scenario & Video 4; Presentation; Quiz 4
7. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	L3	Scenario & Video 4; Quiz 4; Presentation

<b>Additional Knowledge and Skills Outcomes</b>	<b>CACREP</b>	<b>Evaluation</b>
8. Define crisis, characteristics of crisis, and common elements of the crisis resolution process as conceptualized within crisis theory	IIG 3c IIG 5d	Scenario & Video 1; Quiz 1
9. Identify cultural and developmental influences on the development, manifestation, and resolution of crises	IIG 2d IIG 3c	Scenario & Video 3; Quiz 3
10. Discuss professional roles, functions, and relationships with other human services providers during crises, disaster or other trauma-causing event	IIG 1b IIG 1c CMHC A10	Scenario & Video 11, 12, 14; Quiz 11, 12, 14
11. Describe standards of care for crisis intervention planning and service delivery in intended work settings	CMHC A10	Scenario & Video 11, 12, 14; Quiz 11, 12, 14
12. Discuss concerns and interventions specific to suicide, self-injury, violence, victimization, trauma, psychiatric illness, chemical dependency, and community-wide disasters	IIG 5g CMHC C6, D6	Scenario & Video 5-10, 13-15; Quiz 5-10; 13-15 Presentation
13. Discuss ethical and legal considerations for crisis intervention	IIG1j CMHC A2	Scenario & Video 2; Quiz 2
14. Discern key concepts and appropriate interventions for various crises including suicide, homicide, substance abuse, domestic violence, family crisis, sexual assault, disasters, workplace or community violence, grief and loss, crisis situations, military deployment, & reintegration, and death.	IIG 5 g	Quizzes 1-20; Scenario & Video 1 – 15; Presentation; Video Demo 1 & 2

15. Implement a 6 step crisis intervention model in a variety of crisis situations	IIG5g CMHC C6 CMHC H3	Video Demonstration 1 & 2
16. Applies crisis intervention skills including, but not limited to: assessment and triage, management of safety concerns, case management and referral, de-escalation, validation, problem-solving, and follow-up	IIG5g, CMHC C6, CMHC H3	Video Demonstration 1, 2, & 3
17. Interfaces effectively with relevant emergency personnel, school personal, other community agencies, and client support networks during times of crisis	CMHC A3	Scenario & Video 11 & 12; Quiz 11 & 12
18. Recognizes and respond to stressors faced by crisis intervention workers	IIG1d	Journal Entries Scenario & Video 14; Quiz 14
19. Customizes crisis intervention strategies in response to cultural and developmental influences	IIG2d, IIG3c, CMHC D5	Quiz 2, Video Analysis 2, Case Study 2

<b>CACREP Core Curricular Experience</b>	<b>CACREP</b>	<b>Evaluation</b>
20. Demonstrate and be knowledgeable about crisis intervention and suicide prevention models, including the use of psychological first aid strategies	IIG5g	Video Demonstration 1, 2, 3
21. Understand the effects of crises, disasters, and other trauma-causing events on persons of all ages	IIG3c	Video Demonstration 1 & 3
22. Explain and understand the 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	IIG1c	Scenario & Video 11 & 12; Quiz 11 & 12
23. Demonstrate and know crisis intervention and suicide prevention models, including the use of psychological first aid strategies	IIG5g	Video Demonstration 1, 2, & 3

**Methods of instruction:** This course is hybrid. It will be extremely interactive, and students are expected to collaborate to develop a community in which we integrate didactic material with experiential exercises and applications. In particular, we will use interactive lectures, student presentations, discussion, reflection exercises, demonstrations, videos, and guest lectures to reach course objectives.

### Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by Blackboard Announcements and Email.

Timeline	TOPICS	Related SLO	Readings/ Activities/Assignments
<b>Week 1</b> Wed. March 23 <sup>rd</sup> face to face	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review of Syllabus; Class overview; Review of Assignments</li> <li>• Assign presentation topics</li> <li>• Approaching Crisis Intervention</li> <li>• Culturally Effective Helping</li> </ul>	1, 3, 8	James & Gilliland: Chap. 1 <b>Video Analysis &amp; Scenario 1 and Quiz</b> <b>Due March 29<sup>th</sup> Midnight</b>
Online	<ul style="list-style-type: none"> <li>• Ethical/Legal Implications of Trauma</li> </ul>	13	James & Gilliland: Chap. 15 <b>Scenario 2 and Quiz 2</b> <b>Due March 29<sup>th</sup> Midnight</b>
Online	<ul style="list-style-type: none"> <li>• Culturally Effective Helping</li> </ul>	9	James & Gilliland: Chap. 2 <b>Video Analysis &amp; Scenario Scenario 3, Quiz 3</b> <b>Due March 29<sup>th</sup> Midnight</b>
<b>Week 2</b> Face to Face Meet with groups March 30th	<b>ACA – Montreal</b> <ul style="list-style-type: none"> <li>• Spend time getting ready for presentations</li> <li>• Read Chapters and take quizzes for chapters 9, 10, 11, 12, 18</li> </ul>	9, 13	James & Gilliland: Chapters 9, 10, 11, 12, 13, 18 <b>Quizzes Due by end of semester</b>
Online	<ul style="list-style-type: none"> <li>• Intervention and Assessment Models</li> </ul>	4, 5, 6, 7, 15, 16	James & Gilliland: Chap. 3 <b>Video Analysis &amp; Scenario 4 and Quiz 4</b> <b>Due April 5<sup>th</sup> Midnight</b>
Online	<ul style="list-style-type: none"> <li>• Tools of the Trade</li> <li>• Triage</li> </ul>	4, 5, 12, 15, 16	James & Gilliland: Chap. 4 Meyers Ch. 2-5 Barrio (2007); Jobes et al (2007); <b>Video Analysis &amp; Scenario 5 and Quiz 5</b> <b>Due April 5<sup>th</sup> Midnight</b>
<b>Week 3</b> Face to Face April 6th	Crisis foundations Crisis theory Crisis response planning Crisis Intervention Skills	4, 5, 6, 7, 12, 14, 15, 16, 22	Special Topics Power Point Presentations due
With partners	<ul style="list-style-type: none"> <li>• Intervention Practice and Video Taping</li> </ul>		
Online	<ul style="list-style-type: none"> <li>• Crisis Case Handling</li> <li>• Telephone and Online Crisis Counseling</li> </ul>	4, 5, 12, 14, 16	James & Gilliland: Chap. 5-6 <b>Video Analysis &amp; Scenario 6 and Quiz 6</b> <b>Scenario 7 &amp; Quiz 7</b> <b>Due April 12<sup>th</sup> Midnight</b>

Online	• Crisis of Lethality	4, 5, 12, 14, 16	James & Gilliland: Chap. 8 Lee (2005) Rudd et al (2006) Video Analysis & Scenario 8 and Quiz 8 Due April 12 <sup>th</sup> Midnight
<b>Week 4</b> Face to Face April 13th	Crisis case handling, telephone, and online crisis Lethality/suicide Crisis Intervention	4, 5, 12, 14, 16, 22	Crisis Intervention Demonstration and Analysis (Taping) 1 Due
Online	• Post Traumatic Stress Disorder	5, 12, 14	James and Gilliland: Chap 7 Video Analysis & Scenario 9 and Quiz 9 Due April 19 <sup>th</sup> Midnight
Online	• Crisis Hostage Situations	5, 12, 14	James & Gilliland: Chap. 19 Scenario 10 and Quiz 10 Due April 19 <sup>th</sup> Midnight
<b>Week 5</b> Face to Face April 20th	PTSD Lethality/Suicide	5, 12, 14	
Online and with partners	Intervention Practice and Video Taping		
Online	• Emergency Preparedness & Response to Disasters in Community and Workplace: Psychological First Aid	2, 10, 11	James & Gilliland: Chap. 14 NCTSN PSA (2005) Video Analysis & Scenario 11 and Quiz 11 Due April 26 <sup>th</sup> Midnight
Online	• Emergency Preparedness and Response in Schools and Universities: Psychological First Aid	2, 10, 11	James & Gilliland: Chap. 13 Boyd Webb ((2000) Video Analysis & Scenario and Quiz 12 Due April 26 <sup>th</sup> Midnight
<b>Week 6</b> Face to Face April 27th	Emergency preparedness - PFA	2, 10, 11	Crisis intervention demonstration & analysis (Taping) 2: Suicide Due
Online	• Disaster Response PFA	12, 14	James & Gilliland: Chap. 17 Webber (2010) Scenario 13 and Quiz 13 Due May 3 <sup>rd</sup> Midnight
Online	Human Services Workers in Crisis: Burnout, Vicarious Trauma, and Compassion Fatigue	10, 11, 12	James & Gilliland: Chap. 16 Video Analysis & Scenario 14 and Quiz 14 Due May 3 <sup>rd</sup> Midnight
<b>Week 7</b> Face to Face May 4th	Class Presentations: • Sexual Assault (9) • Partner Violence (10) • Families in Crisis (11)	10, 11, 12, 14	
Online and with partners	Crisis intervention demonstration and Analysis 3: Psychological First Aid		
Online	Military Deployment & Reintegration	12, 14	Reading Erford & Cherry Chap. 13

	Issues		Quiz 15 Due May 10 <sup>th</sup> Midnight
<b>Week 8</b> Face to Face May 11th	<b>Class Presentations</b> <ul style="list-style-type: none"> <li>• Personal Loss: Bereavement and Grief (12)</li> <li>• Chemical Dependency: The Crisis of Addiction (18)</li> <li>• Military Deployment and Reintegration (Cherry)</li> </ul> Self-care, culminating experiences	12, 14, 18	Crisis intervention demonstration & analysis(Taping) 3: Psychological First Aid (PFA) Quizzes 9, 10, 11, 12, 18 all due by May 11th Final Exam

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. Attendance, participation, and professionalism are professional responsibilities.
2. Discussion Boards regarding textbook chapters and SLO's will be posted on Blackboard each week. Students are to answer the questions and respond to two other classmates. Discussion Board Rubric will be placed on Blackboard.
3. Quizzes for each textbook chapter will be open book.
4. Special topics PowerPoint presentation will cover definition and description, warning signs, etiology, impact, evidenced based interventions, bibliography, and resource list. Presentation rubric will be placed on Blackboard.
5. Journal Entries, Self-care plan: Enter personal responses to course after each course. Specifically focus on skills necessary to being a crisis counselor and self-care. Journal will show that student recognizes and is able to respond to stressors faced by crisis intervention workers and ability to implement a self-care plan.
6. Crisis Intervention Demonstration and Analysis 1: General. Students will video tape a role play of a general crisis intervention and will complete an analysis based on a form and rubric that will be posted on Blackboard.
7. **KEY ASSESSMENT:** Crisis intervention demonstration & analysis 2: Suicide. Students will video tape a role play of a general crisis intervention and will complete an analysis based on a form and rubric that will be posted on Blackboard. This assignment will be posted on TK20.
8. **KEY ASSESSMENT:** Crisis intervention demonstration & analysis 3: PFA. Students will video tape a role play of a general crisis intervention and will complete an analysis based on a form and rubric that will be posted on Blackboard. This assignment will be posted on TK20.

Tk20: This course requires assignments that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase. Key assignments must be uploaded into the Tk20 system for instructors to assess. Please go to the following link for direction on how to purchase Tk20. Announcements regarding TK20 will also be posted on blackboard.

Please go to <http://www.untDallas.edu/soe/tk20> for information on TK20 and how to purchase.

**Insurance:** Students are required to carry professional liability insurance for this course; students must submit evidence of insurance prior to participating in the first demonstration.

### Grading Matrix:

Instrument	Measures SLO	Value (points or percentages)	Total
Participation		8 x 10	80
Video Assessments	1-14, 19	12 x 5 points	60
Scenario Assessments	1-14, 19	14 x 5 points	70
Quizzes	1-14, 19,	20 x 10 points	200
Special Topics Presentation	12,14	120	120



General Crisis video & analysis	5,14, 15, 16, 21-24	100	100
Suicide Intervention video & analysis	4,14, 16, 21-24	100	100
Psychological First Aid video & analysis	3,4,5,14, 16, 21-24	100	100
Journal entries, self care plan	18	100	100
		<b>Total</b>	<b>940</b>

**Grade Determination:**

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

## University Policies and Procedures

### **Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. **Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive.** For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.*

### **Student Evaluation of Teaching Effectiveness Policy (Professor Evaluation):**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

### **Assignment Policy:**

**Late Assignments:** *In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than an emergency reason (family death, hospitalization, etc.) will receive a **10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc.** Please plan ahead.*

### **Exam Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).*

### **Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code.*

### **Plagiarism:**

*Students should be aware of an available service called "SafeAssignment" and "Turnitin" to detect plagiarism. University of North Texas-Dallas has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. Assignments are compared automatically against a variety of items in the Internet, and previously submitted papers. Material that may not be original is flagged and a matching score is calculated. The Instructor receives the matching score and a report. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment or Turnitin. If plagiarism is found, the student will automatically receive an F in the course and will immediately be brought to the faculty's attention regarding fitness to proceed in the program.*

### **Professional Demeanor:**

*Students are expected to behave in a professional manner. Elements of professionalism include the following:*

- 1) personal and academic integrity*
- 2) responsibility for one's own behavior, tasks, assignments and life lessons*

- 3) *consideration, caring and sensitivity to peers/instructor and appropriate interactions*
- 4) *maturity, including the capacity to accept "no"*
- 5) *evidence of a continuous process of self exploration, resulting in enhanced self-awareness*
- 6) *practice of ethical and moral professional behavior*
- 7) *openness to constructive feedback*
- 8) *willingness to try new behaviors and to make suggested changes*
- 9) *lack of complaining, badgering, whining, etc., especially over points or half-points*
- 10) *positive and enthusiastic attitude and engagement in the class activities and discussions*
- 11) *consistent meeting of deadlines*
- 12) *use of technology in an appropriate manner (laptops are encouraged, but only for academic purposes – checking FB, email, etc., is only appropriate during breaks)*

### **Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

### **Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

*Weekly Class Attendance, Timeliness, and Constructive Participation is a professional responsibility.*

***Please see rubric at back of syllabus.***

*Students will have 10% deducted from their total points if they:*

*(a) Miss more than one class meeting for other than an emergency reason (death in family, hospitalization, severe illness); Students should not miss class. This class will not differentiate between excused absence and unexcused absences. Each additional absence will result in another 10% deducted from the student's overall grade.*

*(b) Are 5-10 minutes tardy more than two times or leave class early more than twice a semester; or*

*(c) Consistently interact in a non-professional or disruptive manner with peers or professors.*

*Additional missed classes or chronic tardiness will result in another 10% deduction.*

### **Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*

### **Optional Policies:**

- *This class does require the use of blackboard and Mindtap for your lectures. Power points, quizzes, discussion questions, and additional class materials will be available on the site.*

- *Use of Cell Phones & other Electronic Gadgets in the Classroom: **No electronic gadgets, phones, etc. will be allowed in the classroom.** You will not be permitted to text or take phone calls during class – unless they are an emergency. **Computers are allowed if you are accessing texts, power points, writing lecture notes.***
- *Food & Drink in the Classroom: Food and drink **are allowed in classroom** provided they do not interfere with the educational process.*
- *The Professor for this course will neither ask for nor utilize your personal email for course communications. Students have been issued eagle mail accounts, and all course communication will occur through UNT Dallas email account. **Please check your email regularly.***
- *Grade of Incomplete, “I” – only when within last two weeks of course, unforeseen circumstances (not planned)*

### **Extra Credit Opportunities:**

*Extra credit opportunities are only available to those who **have completed all quizzes and discussion questions as well as ALL assignments.** There will be two extra credit opportunities – you may choose one or both of these options. They will add 10 points to your overall quiz grade. 1) submit to the professor, either via email or in person, the certificate from UNT-D that shows you completed and submitted the teacher evaluation at the end of the semester (5 points); 2) write up a **review** related to textbook and **class learning** from one or more of the following movies: *Ordinary People*; *Good Will Hunting*; *Prayers for Bobby*; *The Burning Bed*; *28 Days*; *Born on 4<sup>th</sup> July*; others that you may think appropriate – check with me first before writing up and submitting.*

### **Syllabus Change Policy:**

*Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.*

## **Group Presentations Crisis Intervention**

Working in groups of 2 or 3 students will make a group presentation on a selected crisis intervention topic. Each presentation should be approximately 45 minutes and include the following:

- Initial crisis reactions
- Issues/problems associated with the crisis
- Recommended approaches and techniques
- Suggested resources and reference list
- Handouts for class

Presentations must be coherent, clear, and well organized. You **MAY NOT** simply recycle a workshop, in-service, or presentation from other course. Creativity (powerpoints, videotapes, interviews, class activity, class discussion) is encouraged.

Each group will submit a portfolio to the instructor, containing the following:

- Title page: presentation title and group member names
- Outline of presentation which describes the contribution of each member
- Copy of all materials; handouts, PowerPoint, etc.
- References/Resources list: choose a minimum of 6 references from the end of the chapter or other sources

NOTE: all copied materials **MUST** have source information typed clearly on the page – give credit where credit is due.

Grade: Students will receive 2 grades from the group presentation: a group and an individual grade. The group grade (up to 20 pts) is for the overall presentation itself). The individual grade (up to 20 pts) is based on my evaluation of your contribution to the total presentation. Grades are based on teamwork, materials, preparation, thoroughness of material covered, and overall presentation.

Topics include those **NOT** covered in depth in class:

- Chapter 9      Sexual Assault
- Chapter 10     Partner Violence
- Chapter 11     Families in Crisis
- Chapter 12     Personal Loss: Bereavement and Grief
- Chapter 18     Chemical Dependency: The Crisis of Addiction

**Crisis Intervention  
Presentation Rubric (120 pts)**

Name of Presenter: \_\_\_\_\_

**GROUP GRADE (60 pts)**

1. Presentation aspects

- Well organized, easy to follow (9 pts) \_\_\_\_\_
- Use of visual aids (6 pts) \_\_\_\_\_
  - Additional effort to increase interest
- Engagement of Class (6 pts) \_\_\_\_\_
- Length 45 minutes or less (3 pts) \_\_\_\_\_

2. Content – Material covered accurately

- Initial crisis reactions (9 pts) \_\_\_\_\_
- Issues associated with crisis (9 pts) \_\_\_\_\_
- Recommended approaches (9 pts) \_\_\_\_\_

3. Quality of handout

- Summarizes topic material (9 pts) \_\_\_\_\_
- Resources/References
- Absence of typographical or other errors

**INDIVIDUAL GRADE (60 pts)**

4. Individual Presentation Skills

- Individual contribution to presentation (21 pts) \_\_\_\_\_
- Added own understanding of material  
beyond reading outline or slides (15 pts) \_\_\_\_\_
- Able to appropriately respond to questions  
raised by class members (6 pts) \_\_\_\_\_
- Eye contact with the class (interaction) (9 pts) \_\_\_\_\_
- Clear speech (9 pts) \_\_\_\_\_

**TOTAL** \_\_\_\_\_

## **First Crisis Videotape of Skills (100 pts)**

### **Triage – Crisis Intervention**

- Students will be divided into pairs
- Each student will prepare a biographical account of a crisis client in a situation as decided upon by each partner for role-playing a crisis client
- Each student will videotape themselves role-playing a crisis intervention counseling utilizing
  - The six step model outlined in your text
    - <https://acws.ca/sites/default/files/documents/6-CrisisIntervention.pdf>
  - The skills and attitudes presented in the chapter covering the presenting crisis
  - Basic counseling skills appropriate for the situation
- Write a critique of the session with the following headings using APA format:
  - One heading for each of the six steps of the model, delineating specific examples of how you did or did not operationalize each step
  - One heading for the presenting crisis, delineating how you did or did not operationalize the skills and attitudes presented in the text chapter for this presenting crisis
  - One heading for what you learned about yourself during the process of fulfilling the requirements of this project
- Complete a Triage Assessment Form for the client based on your taped session
- Turn in:
  - Biographical account of client
  - Videotape of session cued to beginning of the session (on flashdrive)
  - Critique – with cover page, double spaced, and headings all in APA format
    - Check <http://owl.english.purdue.edu/owl/resource/560/01/>
  - Triage Assessment Form
    - [http://www.wctcca.com/uploads/1/1/2/3/11232275/triage\\_assessment\\_form\\_crisis\\_intervention.pdf](http://www.wctcca.com/uploads/1/1/2/3/11232275/triage_assessment_form_crisis_intervention.pdf)

**Rubric**  
**Crisis Intervention Triage Model**

<b>Critique (50 pts)</b>	<b>Does not meet expectation</b>	<b>Meets expectations</b>	<b>Exceeds Expectations</b>
○ Biographical account of client (5 pts)	3.5	4	4.5 - 5
○ Outline Six Step model for specific client's situation & Critique (15 pts)	10.5	12	14-15
○ Counseling skills utilized and personal critique (15 pts)	10.5	12	14-15
○ Overall learning (5 pts)	3.5	4	4.5-5
○ Triage Assessment Form filled out accurately (10 pts)	7	8	9-10
<b>Video/DVD/Flash Drive of session (50 pts)</b>			
○ Use of basic counseling skills (20 pts)	14	16	18-20
○ Use of six step model (20 pts)	14	16	18-20
○ Use of skills and knowledge with particular situation (10 pts)	7	8	9-10



## **Suicide Assessment Videotape of Skills (100 pts)**

### **Crisis Intervention**

- Students will be divided into pairs
- Each student will prepare a biographical account of a suicidal crisis client in a situation as decided upon by each partner for role-playing a crisis client
- Each student will videotape themselves role-playing a crisis intervention counseling utilizing
  - The six step model outlined in your text
    - <https://acws.ca/sites/default/files/documents/6-CrisisIntervention.pdf>
  - The skills and attitudes presented in the chapter covering the presenting crisis
  - Basic counseling skills appropriate for the situation
- Write a critique of the session with the following headings using APA format:
  - One heading for each of the six steps of the model, delineating specific examples of how you did or did not operationalize each step
  - One heading for the presenting crisis, delineating how you did or did not operationalize the skills and attitudes presented in the text chapter for this presenting crisis
  - One heading for what you learned about yourself during the process of fulfilling the requirements of this project
- Complete a Triage Assessment Form for the client based on your taped session
- Turn in:
  - Biographical account of client
  - Videotape of session cued to beginning of the session (on flashdrive)
  - Critique – with cover page, double spaced, and headings all in APA format
    - Check <http://owl.english.purdue.edu/owl/resource/560/01/>
  - Triage Assessment Form
    - [http://www.wctcca.com/uploads/1/1/2/3/11232275/triage\\_assessment\\_form\\_crisis\\_intervention.pdf](http://www.wctcca.com/uploads/1/1/2/3/11232275/triage_assessment_form_crisis_intervention.pdf)

Students will demonstrate (see rubric):

- Understanding the impact of the crisis
- Crisis/suicide intervention strategies as discussed in class and in the text
- Ability to assess and manage suicide risk
- Utilizing counseling skills, questioning, listening to glean nature and impact of the trauma/crisis for the client

COUN 5490 Suicide KA Rubric F14

Criterion	Performance Rating			Score
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
CMHC A9 Understands the impact of crises, disasters, and other trauma-causing events on people.	2 Conceptualization of client in crisis demonstrates keen awareness of the impact of trauma-causing events.	1 Conceptualization of client in crisis demonstrates awareness of the impact of trauma-causing events, but may have missed opportunity to connect with client and validate clients experience.	0 Conceptualization of client in crisis demonstrates limited awareness of the impact of trauma-causing events. Counselor missed opportunities to connect with client and validate clients experience.	
CMHC C6 Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	2 Masterful use of essential counseling skills, questions, and owning statements throughout session. Use of foundation skills greatly enhances suicide assessment and intervention. Accurately maps skills and steps.	1 Draws from some essential counseling skills, but shows over-, under-, or inappropriate use of these skills occasionally. Still, use of foundation skills enhances suicide assessment and intervention. Intentional attempts to map skills and steps with some error.	0 Unable to use essential counseling skills, questions, and owning statements in a way that promotes session flow and outcome. Does not accurately map skills and steps.	
CMHC D6 Demonstrates the ability to use procedures for assessing and managing suicide risk.	2 Completes suicide assessment form accurately, using clear, professional language. Assessment is consistent with third party observations of the session.	1 Completes suicide assessment form somewhat accurately, with room to improve clear, professional language. Slight mismatch between report and third party observations of the session.	0 Completes suicide assessment form with limited accuracy and/or unclear, unprofessional language. Mismatch between report and third party observations of session.	

## **Psychological First Aid Videotape of Skills (100 pts)**

### **Crisis Intervention**

- Students will be divided into pairs
- Each student will prepare a biographical account of a client currently in crisis. The situation will be decided upon by each partner for role-playing a crisis client
- Each student will videotape themselves role-playing a crisis intervention counseling utilizing
  - Psychological First Aid model described in your text
    - <http://dmh.mo.gov/docs/diroffice/disaster/pfafiieldoperationsguide2ndedition.pdf>
  - The skills and attitudes presented in the chapter covering the presenting crisis
  - Basic counseling skills appropriate for the situation
- Write a critique of the session with the following headings using APA format:
  - One heading for each of the six steps of the model, delineating specific examples of how you did or did not operationalize each step
  - One heading for the presenting crisis, delineating how you did or did not operationalize the skills and attitudes presented in the text chapter for this presenting crisis
  - One heading for what you learned about yourself during the process of fulfilling the requirements of this project
- Complete a Triage Assessment Form for the client based on your taped session
- Turn in:
  - Biographical account of client
  - Videotape of session cued to beginning of the session (on flashdrive)
  - Critique – with cover page, double spaced, and headings all in APA format
    - Check <http://owl.english.purdue.edu/owl/resource/560/01/>
  - Triage Assessment Form
    - [http://www.wctcca.com/uploads/1/1/2/3/11232275/triage\\_assessment\\_form\\_crisis\\_intervention.pdf](http://www.wctcca.com/uploads/1/1/2/3/11232275/triage_assessment_form_crisis_intervention.pdf)

Students will demonstrate (see rubric):

- Understanding the impact of the crisis
- Understanding operation of emergency management systems
- Understanding of principles of crisis intervention
- Ability to seek supervision when necessary and know limits of own skills and abilities
- Ability to differentiate between diagnosis and developmentally appropriate reactions to stress and trauma

Criterion	Performance Rating			Score
	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
CMHC A9 Understands the impact of crises, disasters, and other trauma-causing events on people.	2 Conceptualization of client in crisis demonstrates keen awareness of the impact of trauma-causing events.	1 Conceptualization of client in crisis demonstrates awareness of the impact of trauma-causing events, but may have missed opportunity to connect with client and validate clients experience.	0 Conceptualization of client in crisis demonstrates limited awareness of the impact of trauma-causing events. Counselor missed opportunities to connect with client and validate clients experience.	
CMHC A10 Understands the operation of an emergency management system within clinical mental health agencies and in the community.	2 Accurately follows emergency protocol of clinical mental health agencies in response to event.	1 Somewhat accurately follows emergency protocol of clinical mental health agencies in responses to event. May have missed opportunity to utilize resources available.	0 Limited use of emergency protocol of clinical mental health agencies. Missed several opportunities to utilize resources available.	
CMHC C6 Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	2 Masterful use of essential counseling skills, questions, and owning statements throughout session. Use of foundation skills greatly enhances suicide assessment and intervention. Accurately maps skills and steps.	1 Draws from some essential counseling skills, but shows over-, under-, or inappropriate use of these skills occasionally. Still, use of foundation skills enhances suicide assessment and intervention. Intentional attempts to map skills and steps with some error.	0 Unable to use essential counseling skills, questions, and owning statements in a way that promotes session flow and outcome. Does not accurately map skills and steps.	
CMHC D9 Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	2 Identifies areas of strength and areas for development in a way that demonstrates insight, empathy, and self-awareness. Concerns are consistent with supervisors concerns.	1 Identifies clear areas of strength and concern; however, shows at least some minor blind spots.	0 Counselors identification of strengths and areas for development do not show adequate awareness regarding areas for improvement.	
CMHC H3 Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	2 Smooth, respectful, and accurate screening for addiction, aggression, danger to self and/or others, and co-occurring mental disorders.	1 Some attempt to screen for addiction, aggression, danger to self and/or others, and co-occurring mental disorders is noted.	0 Misses key opportunities to screen for addiction, aggression, danger to self and/or others, and co-occurring mental health concerns.	
CMHC L3 Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	2 Accurately describes the clients developmental response to the event.	1 Somewhat accurately describes the clients developmental response to the event. May miss an opportunity to assess.	0 Inaccurately describes the clients developmental response to the event, or does not report developmental assessment.	
CMHC K5 Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	2 Accurately conceptualizes developmental responses vs. need for mental health diagnosis during crisis events.	1 Somewhat accurately conceptualizes developmental responses vs. need for mental health diagnosis during crisis. May be potential for misdiagnosis or overdiagnosis.	0 Inappropriately uses diagnosis in times of appropriate developmental responses to crisis event.	

**Rubric Score**

**Rubric Mean**

**UNT Dallas**  
**Department of Counseling and Human Services**  
**Class Attendance and Participation Rubric**

In an effort to cultivate an effective learning environment, faculty members request that each student meets expectation of the following behaviors. The intent of this rubric is NOT to be punitive but rather to have clear and consistent expectations across the department. Students have the freedom to choose their behavior. Faculty will enforce the following guidelines for the behaviors that students choose.

	<b>Meets Expectation -0% of grade</b>	<b>Occasionally Below Expectation -10 % of final grade</b>	<b>Consistently Below Expectation -20% of final grade (10% for each additional missed class or tardy)</b>
<b>1. Attendance</b>	Attends all class with one or less excused absence.	Misses more than one class with excused absence and one absence due to emergency (family member death, hospitalization, or something involving police or firefighters).	Misses more than 2 classes due to non-emergency (family member death, hospitalization, or something involving police or firefighters).*
<b>2. Punctual</b>	Arrives and is ready to begin on time with no more than one tardy and remains to the end of class.	Is more than 5-10 minutes tardy two times or leaves class early two times.	Is more than 10 minutes tardy more than two times or leaves class early more than two times.*
<b>3. Quality Contribution</b>	Questions and comments are on topic, indicate reflection and knowledge of readings, and contribute to a deeper understanding.	Questions and comments are occasionally (2 times) tangential, do not indicate knowledge of readings, and do not contribute to a deeper understanding.	Questions and comments are often tangential (3+ times), do not indicate knowledge of readings, and do not contribute to a deeper understanding.
<b>4. Attentive Behavior</b>	Pays attention and <b>does not engage</b> in side conversations or off-task technology activity (i.e. texting, surfing web, social networking) more than once a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) <b>twice a semester.</b>	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) <b>more than twice a semester.</b>
<b>5. Responsible Behavior</b>	Is consistently informed by checking Blackboard, syllabus, and emails for instructions and updates.	Is uninformed about instructions and updates twice.	Is uninformed about instructions and updates more than twice.

\* Results in drop in the final letter grade in class. If four or more, then drops another letter grade.