



College of Health & Human Services
School of Kinesiology, Counseling, & Rehab Science
Counseling Program

The Tentative and Ever-Evolving Syllabus for
COU 674: Crisis Counseling & Crisis Intervention
July-August 2019
MEP 204

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Course Description and Content Area:

This course provides an introduction to 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 a mixture of lecture, discussion, interactive/multimedia learning, written work, reading, and experiential learning.

Required Materials

Cori, J. L. (2008). *Healing from trauma: A survivor's guide to understanding your symptoms and reclaiming your life*. Boston, MA: Da Capo Press.

Herman, J. L. (2015). *Trauma and recovery: The aftermath of violence – From domestic abuse to political terror*. New York, NY: Basic Books.

Additional readings will be assigned at the discretion of the instructor.

Course Requirements

- 1. 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. **More than one absence will prevent completion of course requirements.** Students should contact the instructor in advance if they will be absent.
- 2. Crisis Movie Paper #1:** Watch a movie from the approved list. Write a paper (minimum 2 full pages) and identify: (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.), and (3) the course of the crisis. Then discuss the person's attempt at coping with the crisis (whether effective or not).

3. **Crisis Movie Paper #2:** Review the situation detailed in Crisis Movie Paper #1, then write a paper (minimum 3 full pages) in which you: (1) apply a crisis intervention model, (2) identify potential resources needed, and (3) identify potential issues the person might need to address if referred for counseling – and why. Minimum of 2 professional journal articles (current within the last 5 years) are required to support aspects of the paper. Articles must be submitted digitally (i.e., in PDF format) with the paper.
4. **Crisis Interview (Group Assignment):** Students will interview an individual 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 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. Articles must be submitted digitally (i.e., in PDF format) with the paper.
5. **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 provided assistance 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).

Assignment Submission Guidelines

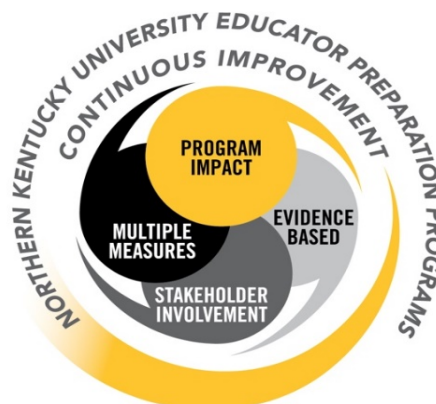
When turning in your assignments, please save your assignments (i.e., name the document files) using the following naming conventions:

Name (first initial, full last name)_Title of Assignment_Course Designation

For example: “EPolhemu_MoviePaper1_COU674”

Unless otherwise noted, all assignments are due by 11:59 p.m. on the date listed on the syllabus.

NOTE: Assignments turned in late may not be accepted for credit. Though highly unlikely, late assignments may be accepted at the instructor’s discretion with accompanying documentation of circumstances. Please communicate with the instructor if you believe an assignment will be late.



Course Grading & Evaluation Criteria

The College of Education and Human Services approaches the construct of professional dispositions as “habits of mind” that render professional conduct more capable and intelligent. Dispositions are, therefore, not a state of possession, but rather a state of performance. In addition to assessing knowledge and clinical performance of counseling students at Northern Kentucky University, the counselor education program is also responsible for promoting and assessing professional dispositions. This course, as with all other counseling courses, will support such habits of mind. As well, 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.

Assessment Breakdown

Movie Paper #1:	100 points
Movie Paper #2:	100 points
Crisis Interview:	200 points
Crisis Narrative:	200 points
Total:	600 points

The above grading breakdown is subject to change upon notice to the students.

University Grading Scale

Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	73-76.99	2.00



Professional Behavior

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.

Accommodations due to Disabilities

Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with the professor at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Tentative Course Schedule

Date	Topics	Readings Due	Assignments Due
July 16	Introduction & Orientation to Crisis Counseling		
July 18	Trauma Overview	Cori, Chapters 1-2 Herman, Chapters 1-3, 6	
July 23	Crisis Interviews Group 1: 6:-7:30 p.m. Group 2: 7:30-9 p.m.	Herman, Chapters 7-8 Cori, Chapter 4	Movie Paper #1
July 25	Intro: Psychological First Aid (PFA)	Cori, Chapter 3 Herman, Chapter 9	
July 30	PFA, Part II	Herman, Chapter 10	Crisis Interview
August 1	Intro: Skills for Psychological Recovery (SPR)	Cori, Chapter 8	
August 6	SPR, Part II	Cori, Chapter 6	Movie Paper #2
August 8	Trauma & Long-Term Treatment	Cori, Chapter 7 Assigned readings	
August 13	Suicide & Lethality	Cori, Chapter 10	Autobiography/ Crisis Narrative
August 15	Burnout & Secondary Traumatic Stress	Cori, Chapters 9 & 11	

** This syllabus should be regarded as a tentative document and subject to change. Any changes to the syllabus or course structure will be announced in class. Because students will be held accountable for any changes in the syllabus, it is incumbent upon students to attend class meetings on a regular basis.*

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 and professional integrity.

Student Honor Code

The Student Honor Code [the “Honor Code”] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <http://deanofstudents.nku.edu/policies/student-rights.html#policies>.

In addition, students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Students in the education programs must also adhere to the [College of Education and Human Services Code of Ethics](#) and the [Professional Code of Ethics for Kentucky School Certified Personnel](#). In addition, students are expected to adhere to professional behavior as outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice and/or the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and will be accountable to the Counseling program.

Technology Etiquette

The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. It is expected you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with the ideas expressed, but work to keep the discussions polite and focused on course ideas.

In class, students are welcome to use laptop computers for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., Facebooking, shopping, speculating about the final season of *Game of Thrones*, managing email, seeing the latest efforts at ultimate water-bottle flipping, etc.).

As a courtesy to your classmates, please silence or turn off all electronic communication devices during class. If a call is essential, please leave the classroom.

Name/Pronoun

My gender pronouns are *he, him, his*. I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Sexual Misconduct

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

Non-Attendance Policy - NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. *If a student does not attend the first day of class, the instructor may drop the student for non-attendance.*

Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, NKU believes every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of their religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

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 typical student to complete course expectations are as follows:

Class Attendance (5.5 hrs/wk x 5 wks)	=	27.5 Hours
Readings (10 hrs/wk x 5 wks)	=	50.0 Hours
Movie Paper 1	=	5.0 Hours
Movie Paper 2	=	7.0 Hours
Crisis Interview	=	25.0 Hours
Crisis Narrative	=	40.0 Hours
Total	=	154.5 Hours

Knowledge and Skill Outcomes

Upon completion of this course, students will demonstrate sufficient knowledge and skills associated with:

1. Counseling in crisis settings and addressing trauma in clients (Objective: 10)
2. The effects of crisis, disasters, and trauma on diverse individuals across the lifespan (2.F.3.g.)
3. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (2.F.5.m.)
4. The impact of crisis and trauma on individuals with mental health diagnoses (5.C.2.f.)

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](#).



Knowledge and Skill Outcomes:

CACREP 2016 Standards

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

Students will be able to:	CACREP ¹	Class Assignments	Cross-curricular experiences
Understand the history and philosophy of the counseling profession and its specialty areas	2.F.1.a.	Activities & discussions	COU 601 COU 610 COU 630 COU 641 COU 675 COU 600 COU 602 COU 642
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.	Activities & discussions	COU 601 COU 630 COU 670 COU 675 COU 600 COU 642
Understand counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c.	Movie paper 2, Crisis Interview, activities & discussions	COU 601 COU 675 COU 602 COU 622
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	Crisis Interview, Crisis Narrative, Movie Papers	COU 600 COU 601 COU 640 COU 642 COU 650 COU 675 COU 690/3 COU 691/2
Demonstrate strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Crisis Narrative, Movie Papers	COU 601 COU 640 COU 642 COU 650 COU 675 COU 690/3 COU 691/2
Identify self-care strategies appropriate to the counselor role	2.F.1.l	Crisis Interview, Crisis Narrative	COU 601 COU 640 COU 650 COU 675 COU 690/3 COU 691/2
Identify and demonstrate multicultural counseling competencies	2.F.2.c	Crisis Interview, Crisis Narrative, Movie Papers	COU 610 COU 640

			COU 660 COU 674 COU 675 COU 670 COU 621 COU 642 COU 673
Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	2.F.2.d	Crisis Interview, Crisis Narrative, Movie Papers	COU 610 COU 620 COU 630 COU 640 COU 621 COU 673
Demonstrate understanding of help-seeking behaviors of diverse clients	2.F.2.f	Crisis Interview, Crisis Narrative, Movie Papers	COU 610 COU 620 COU 640 COU 675 COU 621 COU 642 COU 673
Recognize the impact of spiritual beliefs on clients' and counselors' worldviews	2.F.2.g	Crisis Interview, Crisis Narrative, Movie Papers	COU 610 COU 675 COU 642 COU 673
Identify biological, neurological, and physiological factors that affect human development, functioning, and behavior	2.F.3.e	Crisis Interview, Crisis Narrative, Movie Papers	COU 620 COU 660 COU 670
Understand the systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f	Crisis Interview, Crisis Narrative, Movie Papers	COU 620 COU 650 COU 660 COU 670 COU 675 COU 622 COU 642 COU 673
Recognize the effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.F.3.g	Crisis Interview, Crisis Narrative, Movie Papers	COU 622 COU 620 COU 621
Understand theories and models of counseling	2.F.5.a.	Crisis Interview, Crisis Narrative, Movie Papers	COU 641 COU 600 COU 673
Identify and demonstrate ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	Crisis Interview, Crisis Narrative, Movie Papers	COU 600 COU 601 COU 642
Identify and demonstrate the use of counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	Crisis Interview, Crisis Narrative, Movie Papers	COU 600 COU 642 COU 650

			COU 640 COU 690/3 COU 691/2
Identify and demonstrate the use of essential interviewing, counseling, and case conceptualization skills	2.F.5.g.	Crisis Interview	COU 640 COU 641 COU 650 COU 660 COU 675 COU 673 COU 642
Understand evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j.	Crisis Interview, Crisis Narrative, Movie Papers	COU 641 COU 622 COU 621 COU 642
Recognize strategies to promote client understanding of and access to a variety of community- based resources	2.F.5.k.	Crisis Interview, Crisis Narrative, Movie Papers	COU 641 COU 674 COU 622 COU 673
Identify suicide prevention models and strategies	2.F.5.l.	Activities and discussions	COU 640 COU 660 COU 622
Understand crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	2.F.5.m.	Crisis Interview, Crisis Narrative, Movie Papers	COU 622 COU 673
Examine processes for aiding students in developing a personal model of counseling	2.F.5.n.	Activities and discussions	COU 641 COU 640 COU 675 COU 673
Understand procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c.	Activities and discussions	COU 660 COU 601 COU 650 COU 671 COU 622 COU 621 COU 642
Recognize procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d.	Activities and discussions	COU 660 COU 642 COU 621 COU 622 COU 671 COU 650 COU 601
Demonstrate the use of environmental assessments and systematic behavioral observations	2.F.7.j	Activities	COU 660 COU 620 COU 640 COU 670 COU 674 COU 642

			COU 673
Identify evidence-based counseling practices	2.F.8.b.	Activities and discussions	COU 680 COU 640 COU 670 COU 675 COU 671 COU 674 COU 622 COU 621 COU 642
Understand theories and models related to clinical mental health counseling	5.C.1.b.	Crisis Interview, Crisis Narrative, Movie Papers	COU 641 COU 650 COU 600 COU 642
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	Activities and discussions	COU 675
Demonstrate understanding of the impact of crisis and trauma on individuals with mental health diagnoses	5.C.2.f	Crisis Interview, Crisis Narrative, Movie Papers	COU 673 COU 675
Identify legal and ethical considerations specific to clinical mental health counseling	5.C.2.1	Crisis Interview, Movie Papers	COU 601 COU 640 COU 650 COU 675 COU 600 COU 690 COU 691
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	Crisis Interview	COU 620 COU 640 COU 660 COU 671
Recognize strategies for interfacing with integrated behavioral health care professionals	5.C.3.d	Activities and discussions	COU 600 COU 673

¹CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016 Standards

Student Evaluation of Instructor and Course

NKU takes instructor and course evaluations very seriously. They are an important means of gathering information about instructors and courses, information that will be used to enhance student-learning opportunities. As such, NKU asks its students to participate responsibly in the instructor and course evaluation process and to include thoughtfully written comments. Evaluation periods begin two weeks prior to final exams for a full-semester course and one week prior to final exams for any course shorter than the full semester. Students are notified by email when the online evaluation process is available and are sent several reminders until evaluations are completed. Students who complete an evaluation or select “opt out” for *all* of their courses on the online instrument will be granted two-week advanced access to their course grades. (*Please note that, as of the Spring 2018 semester, failing to complete or opt out of the evaluation for any course will block advanced access for all courses.*) Students who do not complete all of their course evaluations or do not select “opt out” on each online evaluation instrument will not be able to see any of their final grades, obtain unofficial and official transcripts, or run a degree audit until the university’s standard date for grade availability.

Student evaluations are strictly confidential, and results are not available to instructors until after final grades for the course are posted. The university has established extensive precautions to prevent individual student comments from being identified.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor’s department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.
- For more information and to view the instructor and course evaluation schedule, visit the student evaluation home page (<http://eval.nku.edu>).