

ASHLAND THEOLOGICAL SEMINARY
CLC 7721–Crisis Counseling
Spring 2022
Thursdays 6:00-8:45 PM **ONLINE**
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I. **Course Description**

This course is designed to acquaint the student with the special models, theories, and techniques of crisis intervention. Crisis management resources are identified, and special crisis situations are explored.

II. **Student Learning Outcomes** (with DLO's)

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.

As a result of this course, students will be able to:

1. Employ primary prevention and crisis intervention strategies (PSO1; PSO2; PSO3; PAO4);
2. Apply therapeutic counseling in crisis situations (PSO1; PSO2; PSO5);
3. Practice crisis counseling principles to individuals, groups, and institutions (PSO1; PSO2; PSO4; PSO5); and
4. Discuss a perspective on life's crises and interventions (PAO1; PAO2; PAO3; PAO4).

KNOWLEDGE BASE

Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure:

This course meets Ohio Administrative Code (OAC) requirement 4757-13-01(A).(5).(d).(iii.)

CACREP CMHC Standards Met in this Course Include:

- A.9 – Understands the impact of crises, disasters, and other trauma-causing events on people.
- A.10 – Understands the operation of an emergency management system within clinical mental health agencies and in the community.
- C.6 – Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
- D.6 – Demonstrates the ability to use procedures for assessing and managing suicide risk.
- K.5 – Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing events.
- L.3 – Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

III. **Teaching Strategies**

This course will utilize a variety of learning approaches including, but not limited to, didactic presentations, small group discussions, online discussion forums, multimedia presentations, self-reflection assignments, and assignments designed to help foster critical thinking skills.

IV. Course Requirements

A. Textbooks and Other Materials

Required Texts

Cooke, W. (2021). *Canary in the coal mine*. Tyndale Publishing. ISBN:1496446488

James, R.K. & Gilliland, B.E. (2017). *Crisis intervention strategies* (8th ed.). Cengage Learning. ISBN: 9781305271470

Marich, J. (2014). *Trauma made simple*. PESI publishing. ISBN: 1936128926

Recommended Text

Wright, H.N. (2011). *The complete guide to crisis and trauma counseling: What to do and say when it matters most!*. Grand Rapids, MI: Bethany House. (available in Hardcover and Kindle)

Additional Required Readings (All available online)

D'Andrea, W., Ford, J., Stolbach, B., Spinazzola, J., and van der Kolk, B.A. (2012). Understanding interpersonal trauma in children: Why we need a developmentally appropriate trauma diagnosis. *American Journal of Orthopsychiatry*, 82, 187-200. DOI: 10.1111/j.1939-0025.2012.01154.x

Day, K.W. (2009). Violence survivors with posttraumatic stress disorder: Treatment by integrating existential and narrative therapies. *ADULTSPAN Journal*, 8(2), 81–91. <https://doi.org/10.1002/j.2161-0029.2009.tb00061.x>

The escalating incidence of suicide among African Americans: Implications for counselors. *Journal of Counseling & Development*, 85, 370-377. Granello, D.H. (2010). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling & Development*, 88, 363-370.

Sadler-Gerhardt, C.J. & Stevenson, D.L. (2012). *When it all hits the fan: Helping counselors build resilience and avoid burnout: VISTAS 2012*. (Article 24), 1-8. Retrieved from https://www.counseling.org/resources/library/vistas/vistas12/Article_24.pdf

Tedeschi, R.G., Calhoun, L.G., Turner-Sack, A.M., Menna, R., Setchell, S.R., Maan, C., & Cataduella, D. (2016). Posttraumatic growth inventory. *Oncology Nursing Forum*, 43(1), 48-56.

Required Skill Activity—National Child Traumatic Stress Network. *Psychological First Aid (PFA)*.

B. Participation

Participation in class sessions and discussions is expected. Classroom dialogue, group activities, and student-initiated questions are vital parts of the learning process. It is expected that students will have read the assignments for the week prior to coming to class. Missed

classes interfere with learning requisite skills, performing adequately on class requirements, and may impact the student's grade. It is the student's responsibility to inform the professor of any special needs or circumstances which might interfere with successful class performance. Engagement will be taken into account when tabulating final grades for this course.

C. Assignments/Assessment of Student Learning

- 1) **According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.**
- 2) **Midterm:** There will be an in-class reflection paper due on the book *Canary in the Coal Mine*. This paper should be 2-3 pages in length. References other than the book is not required but APA formatting should be used throughout the reflection paper.
- 3) **Final:** There will be a reflection paper due on the book *Trauma Made Simple*. This paper should be 2-3 pages in length. References other than the book is not required but APA formatting should be used throughout the reflection paper. This final reflection paper should seek to examine how the text augments the themes addressed in class.
- 4) **Research Paper:** Students will select a topic within the parameters of trauma, disaster, or crisis counseling. It is expected that students will use **at least five (5) current scholarly peer reviewed journal articles/resources** for their research on the topic. APA formatting is required including references and a reference page, however, an abstract is not required. Professional mental health websites (i.e. SAMHSA, NAMI, etc.) may be cited after consultation with the course instructor. **Rubric for grading is on the final page of this syllabus.** Students should be prepared do a 10–15-minute presentation for their peers on what they learned from their research paper.
- 5) **Psychological First Aid Training:** First Aid training at <https://learn.nctsn.org/enrol/index.php?id=38> This free training is 6 hours (but students are able to pause and return). Psychological First Aid is an evidence-informed modular approach to help children, adolescents, adults, and families immediately after any disaster, to reduce initial distress, and to foster adaptive functioning. Students will complete the PFA course and will take the online exam. After successfully passing the online exam, the students will download and print a certificate of completion. **A copy of the certificate is to be provided to the professor.** This assignment is Pass/Fail; although students will not receive a letter grade for the assignment, they must demonstrate initial competence in PFA via the successful completion of the PFA exam (as evidenced by the certificate submitted to the professor).

D. Calculation of Grade and Connection of Learning Outcomes

| <i>Assignments</i> | <i>ATS Degree Learning Outcomes</i> | <i>CACREP Learning Outcomes</i> | <i>% of Final Grade and points (250 total points)</i> |
|----------------------------------|--|----------------------------------|---|
| Research Paper | PSO1; PSO2; PSO3; PAO4; PSO5; PAO1; PAO2; PAO3; PAO4 | A.9, C.6, L.3 | 40% = 100 |
| Psychological First Aid Training | PSO1; PSO2; PSO3; PAO4; PSO5; PAO1; PAO2; PAO3; PAO4 | A.9, A.10, C.6, D.6, K.5, L.3 | Pass/Fail |
| Midterm | PSO1; PSO2; PSO3; PAO4; PSO5; PAO1; PAO2; PAO3; PAO4 | A.9, A.10, C.6, D.6, L.3 | 30% = 75 |
| Final | PSO1; PSO2; PSO3; PAO4; PSO5; PAO1; PAO2; PAO3; PAO4 | A.9, A.10, C.6, D.6, L.3 | 30% = 75 |

V. Course Schedule (*subject to change*)

| Week | Date | Lecture/Topic | Readings/Assignments |
|-------------|-------------|-------------------------------------|---|
| 1 | 1/13 | Intro to Trauma & Crisis Counseling | J: Ch. 1-2; D'Andrea, et al. 2012 |
| 2 | 1/20 | Intervention & Assessment | J: Ch. 3-4 |
| 3 | 1/27 | PTSD in Adults/Children | J: Ch. 7; DSM-5 Trauma & Stressor Related Disorders |
| 4 | 2/3 | Suicide | J: Ch. 8; Granello 2010; Day-Vines 2007 |
| 5 | 2/10 | Sexual Assault | J: Ch. 9 |

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|-----------|------|--|---|
| 6 | 2/17 | Crisis of Addiction <i>MID TERM REFLECTION DUE</i> | J: Ch. 11 |
| 7 | 2/24 | Intimate Partner Violence | J: Ch. 10 |
| 8 | 3/3 | Crisis of Loss | J: Ch. 12 |
| 9 | 3/17 | Crisis in Schools; in the workplace, legal and ethical issues | J: Ch 14-15 |
| 10 | 3/24 | Trauma Informed Care and ACES | <i>View Ted Talk:</i> Nadine Burke: How Trauma Affects Health Across a Lifetime |

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|----|------|--|--|
| 11 | 3/31 | Disaster Response | J CH. 17 PFA certificate completion due |
| 12 | 4/7 | Post-Traumatic Growth RESEARCH PAPER DUE | Read: Tedeschi, R.G., Calhoun, L.G., Turner-Sack, A.M., Menna, R., Setchell, S.R., Maan, C., & Cataduella, D. (2016). Posttraumatic growth inventory. <i>Oncology Nursing Forum</i> , 43(1), 48-56. |
| 13 | 4/14 | Spirituality and Crisis | Read: https://www.nytimes.com/2016/02/14/opinion/sunday/death-the-prosperity-gospel-and-me.html View: https://www.ted.com/talks/kate_bowler_everything_happens_for_a_reason_and_other_lies_i_ve_loved?language=en |
| 14 | 4/21 | Decolonizing Trauma and Crisis Work | |

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|----|------|---|----------------------------------|
| 15 | 4/28 | Compassion Fatigue, and Self Care <i>FINAL REFLECTION PAPER DUE</i> | J: Ch. 16, Sadler-Gerhardt, 2012 |
|----|------|---|----------------------------------|

VI. Recommendations for Lifelong Learning

Students are encouraged, throughout their careers, to continue learning about the treatment of mood and anxiety disorders through intentional efforts to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, trainings, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about best practices regarding the treatment of these issues.

VII. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

B. ATS Grading Scale

| Grade | Quality | Percent | Description |
|-------|---------|---------|---|
| A | 4.0 | 97-100 | Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class. |
| A- | 3.7 | 92-96 | |
| B+ | 3.3 | 89-91 | |
| B | 3.0 | 86-88 | Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed. |

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|----|-----|----------|---|
| B- | 2.7 | 83-85 | |
| C+ | 2.3 | 80-82 | |
| C | 2.0 | 77-79 | Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution. |
| C- | 1.7 | 74-76 | |
| D+ | 1.3 | 71-73 | |
| D | 1.0 | 68-70 | Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions. |
| D- | 0.7 | 65-67 | |
| F | 0.0 | Below 65 | Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class. |

C. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

D. Attendance Reporting:

Students are required to participate in a course related activity in the first and third weeks of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

E. Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

F. Writing and Communication Center (WCC)

The Writing and Communication Center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified consultants can advise you online or in person. For more information [click here](#).

- Receive one-on-one feedback from an WCC graduate consultant on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment, then within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom by request.
- To schedule an asynchronous email appointment, go to www.ashland.mywconline.com (you will need to register for an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at amulitcenter@ashland.edu.

Visit our graduate services webpage for more information -

<https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>

VIII. Selected Bibliography or References

- Bonanno, G.A. (2008). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *Psychological Trauma: Theory, Research, Practice, and Policy*, 8, 101-113. DOI:10.1037/1942-9681.S.1.101
- Calhoun, L.G. & Tedeschi, R.G. (Eds.). (2006). *Handbook of posttraumatic growth: Research and growth*. Mahwah, NJ: Lawrence Erlbaum.
- Courtois, C. A. & Ford, J.A. (Eds.). (2009). *Treating complex traumatic stress disorders: An evidence-base guide*. New York: Guilford.
- Foa, E.B., Keane, T.M., Friedman, M.J., & Cohen, J.A. (Eds.). (2009). *Effective treatments for PTSD*. New York: Guilford.
- Foa, E.B., & Rothbaum, B.O. (1998). *Treating the trauma of rape: Cognitive behavioral therapy for PTSD*. New York: Guilford.
- Granello, D.H. (2010). A suicide crisis intervention model with 25 practical strategies for Implementation. *Journal of Mental Health Counseling*, 32, 218-235.
- Granello, D.H., & Granello, P.F. (2007). *Suicide: An essential guide for helping professionals and educators*. Boston: Allyn & Bacon.
- Herman, J. (1997). *Trauma & Recovery: The aftermath of violence-from domestic violence to political terror*. New York: Basic Books.
- Greenwald, R. (2005). *Child trauma handbook: A guide for helping trauma-exposed children and adolescents*. Binghamton, NY: The Haworth Maltreatment and Trauma Press.
- Humphrey, K.M. (2009). *Counseling strategies for loss and grief*. Alexandria, VA: American Counseling Association.

Joseph, S. (2011). *What doesn't kill us: The new psychology of posttraumatic growth*. New York: Basic Books.

Jungers, C.M., & Slagel, L. (2009). Crisis model for older adults: Special considerations for an aging population. *ADULTSPANJournal*, 8, 92-101.

Juhnke, G.A., Granello, D.H., & Granello, P.F. (2011). *Suicide, self-injury, and violence in the schools: Assessment, prevention, and intervention strategies*. Hoboken, NJ: Wiley.

Kanel, K. (2003). *A guide to crisis intervention* (2nd ed.). Pacific Grove, CA: Wadsworth.

Lee, S.M., Cho, S.H., Kissinger, D., & Ogle, N.T. (2010). A typology of burnout in professional counselors. *Journal of Counseling & Development*, 88, 131-137.

Marich, J. (2011). *EMDR made simple: 4 approaches to using EMDR with every client*. Eau Claire, WI: Premier Publishing & Media.

McGlothlin, J.M. (2008). *Developing clinical skills in suicide assessment, prevention, and treatment*. Alexandria, VA: American Counseling Association.

Naparstek, B. (2004). *Invisible heroes: Survivors of trauma and how they heal*. New York: Bantam.

Rothschild, B. (with Rand, M.L.). (2006). *Help for the helper: The psychophysiology of compassion fatigue and vicarious trauma*. New York: W.W. Norton.

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

Wilson, J.P. (2004). Empathic strain, compassion fatigue, and countertransference in the treatment of trauma and PTSD. In D. Knafo (Ed.), *Living with terror, working with trauma: A clinician's handbook* (pp.331-368).

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Research Paper Rubric

| Criteria | Excellent | Good | Fair | Poor |
|--|-----------|---------|--------|-------|
| Relevance of topic | 20 - 16 | 15 - 11 | 10 - 6 | 5 - 0 |
| Adheres to the following guidelines: | 20 - 16 | 15 - 11 | 10 - 6 | 5 - 0 |
| 1. Thorough explanation of topic discussed | | | | |
| 2. How it impacts affected individuals/families/groups | | | | |
| 3. Possible interventions (immediate and | | | | |

| | | | | |
|---|---------|---------|--------|-------|
| post) 4. Your own strategies/plans for self-care and managing counselor burnout/compassion fatigue | | | | |
| APA Style and formatting | 20 - 16 | 15 - 11 | 10 - 6 | 5 - 0 |
| Cited <u>scholarly</u> sources according to the syllabus | 20 - 16 | 15 - 11 | 10 - 6 | 5 - 0 |
| Understanding of the topic and how it relates to the course | 20 - 16 | 15 - 11 | 10 - 6 | 5 - 0 |

Total Points = 100