

COU 674: Crisis Counseling & Crisis Intervention

Summer II, 2021

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

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Office Hours: By appointment

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Course Description:

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

Instructional Methods:

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

Required Materials

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

ISBN: 978-1-5165-1158-7

Student Learning 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.)

Disclosure Statement

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

Student Evaluation

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

Course Assignments Point Breakdown

Weekly Discussion Boards 10pts x 5 wks = 50pts
Movie Paper = 100 pts
Group Interview = 100 pts
Crisis Narrative = 150pts

Total 400 pts

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

Submission of Assignments

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

Assignment Details

Class Attendance and Participation:

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

Easter Eggs (EE):

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

Crisis Movie Paper:

Watch a movie from the approved list. Write a minimum 3-page paper containing two sections. The first section identifies: (1) who is in crisis (may be more than one, but primary one), (2) the nature of the crisis (e.g., systemic, existential, situational, metastasizing, etc.) (10 points), and (3) the course of the crisis (10 points). Then discuss how those characters identified, attempt to cope with the crisis (whether effective or not) (10 points).

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

Crisis Experience, Group Interview:

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

Autobiographical Crisis Narrative:

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

Accommodations Due to Disability

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 me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Communication

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

Classroom Behavior Policies/ Netiquette

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

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.

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>

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.

Name/Pronoun

My gender pronouns are she/her. 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.

Changes in the Syllabus

The syllabus is a projection of what the instructor anticipates for the course. The instructor has the right to modify the syllabus in order to adjust to changing circumstances.

Credit Hour Policy Statement

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

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

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

Mission

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

Vision

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

Kentucky Core Academic Standards (KCAS)

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

Tentative Course Schedule

Class		Topics/Readings	Assignment Due
Week 1	5/24/2021 Recording	Syllabus review Crisis Introduction Hx. Ch 1	EE 5/30/2020 11:59 pm EST
	5/26/2021 On campus	Change process and counselor response Ch 2 & 3	
Week 2	5/31/2021 Recording	Video available online Psychological First Aide (PFA) Ch 4	EE 6/6/2021 11:59 pm EST
	6/2/2021 On campus	Suicide prevention, and assessment Interview Prep Ch 5	Crisis Movie Paper 6/6/2021 11:59 pm EST
Week 3	6/7/2021 Recording	Group Interview Group times TBD	EE 6/13/2021 11:59 pm EST
	6/9/2021 On campus	Childhood trauma and ACES Ch 6 & 7	Group Interview Paper 6/13/2020 11:59 pm EST
Week 4	6/14/2021 Recording	Considering diagnosis Video available online Ch 8 & 9	EE 6/20/2021 11:59 pm EST
	6/16/2021 On campus	Addressing crisis via telehealth Burnout and vicarious trauma Ch 10	Trauma Narrative 6/20/2021 11:59 pm EST
Week 5	6/21/2021 Recording	Resiliency and Post-traumatic growth	EE 6/23/2020 11:59 pm EST Due date is last day of class
	6/23/2021 On campus	Review and closing	

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>).

