**CHD 638 – Crisis Intervention – Fall 2016**

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**Office Hours: *M/T/R: 3:30 – 5:30, W/F: By appointment***

Additional hours are available by appointment. Occasionally, other obligations such as committee meetings may impose upon stated office hours.

**Course Description:** A study of crisis intervention strategies based on current theory and practice, including triage assessment, skill-building, cultural implications, and practical applications. Approaches that assist individuals, groups, organizations and communities to manage crises will be explored and practiced. Understanding of the short-term nature of crisis intervention, and how counselors work with first responders and others will be explored.

**Referenced Standards:**

CACREP-2009.2.G.1.c – understanding of 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;

CACREP-2009.2.G.5.g – understanding of crisis intervention and suicide prevention models, including the use of psychological first aid strategies;

CACREP-2009.CMHC.A.9 – understands the impact of crises, disasters, and other trauma-causing events on people;

CACREP-2009.CMHC.A.10 – understands the operation of an emergency management system within clinical mental health agencies and in the community;

CACREP-2009.CMHC.C.6. - Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

CACREP-2009.CMHC.D.6 – demonstrates the ability to use procedures for assessing and managing suicide risk;

CACREP-2009.CMHC.H.3 - Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

CACREP-2009.CMHD.K.5 - Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event.

CACREP-2009.CMHC.L.3 – differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**Prerequisites:** CHD 602

**Required Readings:**

Jackson- Cherry, L. R. & Erford, B.T. (2014). *Crisis assessment, intervention, and prevention*. (2nd ed.). Upper Saddle River, NJ: Pearson.

Other material assigned in class.

**Instructional Modalities:** Min-lecture, discussion, cooperative learning, role-playing, experiential exercises

**Student Knowledge and Skills Outcomes & Course Competencies:**

1. 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 (CACREP-2009.2.G.1.c);
2. Understand crisis intervention and suicide prevention models, including the use of psychological first aid strategies (CACREP-2009.2.G.5.g);
3. Understands the impact of crises, disasters, and other trauma-causing events on people (CACREP-2009.CMHC.A.9);
4. Understands the operation of an emergency management system within clinical mental health agencies and in the community (CACREP-2009.CMHC.A.10);
5. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CACREP-2009.CMHC.C.6).
6. Demonstrates the ability to use procedures for assessing and managing suicide risk (CACREP-2009.CMHC.D.6);
7. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders (CACREP-2009.CMHC.H.3).
8. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event (CACREP-2009.CMHD.K.5).
9. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CACREP-2009.CMHC.L.3).

**Evaluation:**

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| **Course Requirements** | **Outcomes & Competencies**  | **Grading Scale** |
| Midterm (15%) | 1, 2, 4, 6  | A = 90% to 100% |
| Video (15%)  | 2, 5, 6, 7  | B = 80% to 89.99% |
| Movie Crisis Paper (20%) | 1, 2, 3, 4, 5, 6, 8, 9  | C = 70% to 79.99% |
| Event Crisis Paper (20%) | 1, 2, 3, 4, 5, 6, 8, 9 | D = 60% to 69.99% |
| Personal reflection paper (10%) | 3, 5, 6, 9  |  |
| Final exam (10%)  | 3, 4, 5, 7  | F = below 60% |
| Class Participation/ Attendance (10%) |  |  |

* For all course requirements, part of your grade will be a professional, subjective decision by the instructor.
* Assignments for this course shall not contain any portion of materials submitted in another course.
* **Five points** will be deducted *for each day beyond the due date* that late assignments are submitted. If you cannot come to class when an assignment is due, you **may e-mail the completed assignment** to the instructor and that will serve as the date it is turned in. **You will not receive a grade until you have turned in a paper copy, and you may use this option only once during the term.** **In the event that the penalties accrued exceed the point total, the assignment will not be accepted**
* All assignments should be typed using Times New Roman or Calibri, 12 point font and double spaced. (APA style)
* **You are expected to be present at all exams.** It will be determined on a case-by-case basis if a make-up exam will be given. Documentation for the reason for the missed exam will be required, and the test will be taken in a timely manner, with the time and date set by the instructor. Points may be deducted based on the professional, subjective decision of the instructor.
* Students are expected to complete in-class exams on the scheduled date.
* Cell phones and other electronic devices are not permitted in class and should not be visible or audible. **If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission from the instructor must be obtained prior to class in these situations.**
* The text and in-class discussions **relate to various types of crisis situations**, therefore, if you find that these readings and discussions are difficult for you this may not be the best time for you to take this course.
* Students are expected to observe ethical standards at all times.

**Description of Course Requirements:**

**1.** **Class attendance and participation(10%):** Students are expected to attend class regularly and inform the instructor when unable to attend. You will lose percentage points based on class absences and due to lack of participation.

**2. Mid-term exam (15%):** Multiple choice, short answer, essays.

**3. Crisis intervention video (15%):** Students will form dyads and show their crisis counseling skills. Videos must address the following elements: introduction, confidentiality statement, process or values statement, probes, assessment/screening, paraphrasing, empathic statement, goal setting, positive asset search, brainstorming, action plan, summary, closing/ link to resources, and termination. *In your created scenarios, you will be working with clients that you are meeting with for the first time; how will you assist them using the* ***Hybrid model*** *as they try to work through their recent trauma (assault, sexual assault, natural disaster, manmade disaster or act of terror, or other type of trauma)*.

**4. Movie crisis paper (20%):** Watch a movie from the selected list and write a paper (using APA style):

(1) Identify who is in crisis (may be more than one, but primary one),

(2) The nature of the crisis (discuss whether the response is developmentally appropriate),

(3) The course of the crisis and an initial diagnosis,

(4) Apply a crisis intervention model,

(5) Identify potential resources needed,

(6) Discuss the person’s attempts at coping with the crisis,

(7) Identify potential issues that might need to be addressed if the person is referred for counseling (and explain why).

*A minimum of* ***five peer-reviewed****, recent (within the last 10 years) journal articles* are required to support aspects of the paper.

**5. Event crisis paper (20%):** Some crises are emotional and interpersonal, while others are the result of catastrophic events thrust upon an individual. These events may have placed the individual in mortal danger and may upend a life both emotionally, physically and/or logistically. Based on an actual current event that has taken place during this semester (natural disaster, political event, act of terror, etc.) write a paper with an identified client that addresses the following (in APA 6 style):

(1) Identify the nature of the crisis (what is the crisis, who is involved, source of the crisis),

(2) The course of the crisis and any initial concerns (PTSD, physical danger, emotional stability, support system, etc.)

(3) Apply a crisis intervention model,

(4) Identify potential resources needed,

(5) Identify potential issues that might need to be addressed if the person is referred for counseling (and explain why).

*A minimum of* ***five peer-reviewed****, recent (within the last 10 years) journal articles* are required to support aspects of the paper.

**6. Personal reflection paper (10%):** Students will submit a 3-4 page paper that focuses on a crisis that was most difficult to hear about OR a crisis the student anticipates will be challenging to cope with in future clinical situations. Explain whether this is a developmental crisis and how it will (or should) be addressed. Discuss your personal reactions to the crisis and clearly present a plan for coping with personal feelings, countertransference, or other challenges that may arise. This plan should include strategies for self-care.

**7. Final exam (10%):** Multiple choice, short answer, essays.

**Attendance**

**UNA’s attendance policy states:** “Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.” (p.33)

**All faculty in the Counselor Education department have adopted the following policy:**

If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

**Communication--UNA Portal Statement**

The official method of communication at UNA is UNA portal, with emphasis placed on University email (accessed through the homepage at [http://www.una.edu](http://www.una.edu/)). Please check this email account regularly and route Canvas communications to it as well to ensure timely communication regarding course, program, and university matters.

**Academic Honesty**

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.

2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.

3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

**Accommodation Statement**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**Title IX**

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. **Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above.** Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix). If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

**Emergency Procedures**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

* Assist persons with physical disabilities, if needed.
* Do not use the elevators.
* Time permitting, close all doors and windows.
* Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

**Course Schedule**

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| **Date** | **Topic** | **Readings/ Assignments DUE** |
| **8/30** | IntroductionOverview of Crisis Intervention-- *Definitions & theories of crisis, Crisis intervention theories &* *models,* Key Concepts -- *Roles and Collaboration btw. Mental Health Workers* | Ch.1 |
| **9/6** | Additional Crisis Models -- *Hybrid Model, Psychological First Aid, Intervention and Assessment Models* | *Readings from Canvas*(*James 3)* |
| **9/13** | Essential Crisis Intervention Skills – multicultural perspectives | Ch. 4*Readings from Canvas(James 2*) |
| **9/20** | Safety and Self Care | Ch. 2 |
| **9/27** | Risk Assessment and InterventionTelephone & On-Line Crisis Counseling—*Strategies, Regular, severely disturbed & abusive callers, Behavioral telehealth, Legal, ethical, & moral issues* | Ch. 5*Readings in Canvas* (*James 6)*Guest Speaker from Crisis Services |
| **10/4** | Ethical & Legal Considerations *Police & Crisis intervention, Transcrisis handling, Difficult clients, Confidentiality* | Ch. 3*Readings in Canvas (James 5)* |
| **10/11** | **Midterm --Chs 1-5** | **Movie Crisis Paper DUE** |
| **10/18** | Understanding and Treating Substance Use Disorders Clients in Crisis | Ch. 6 |
| **10/25** | Intimate Partner Violence – Dynamics, Interventions, LGBTSexual Assault  | Chs. 7 & 8Guest Speaker **Crisis Video DUE** |
| **11/1** | Posttraumatic Stress Disorder -- *Dynamics of PTSD, Individual interventions, Group treatment, Children & PTSD* | *Readings on Canvas (James 7)* |
| **11/8** | Child Sexual Abuse – Adult survivors of child sexual abuse | Ch. 9**Event Crisis Paper DUE** |
| **11/15** | Emergency Preparedness in the Community and Workplace, in Schools and Universities | Chs. 10 & 11 |
| **11/22** | **Thanksgiving- NO CLASS** |  |
| **11/29** | Grief and Loss | Ch. 12 |
| **12/6** | Military Deployment and Reintegration | Ch. 13**Reflection Paper DUE** |
| **12/13** | **Final Exam --Chs. 6-13** |  |

**NOTE:** This schedule is subject to change in the event of extenuating circumstances.

**CRISIS MOVIE LIST** (This list is not exhaustive)

Please consult instructor regarding films outside of the suggested list. (Category headings are general and approximate).

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| --- | --- | --- | --- | --- | --- | --- |
| **Natural Disaster** | **Violence/ Abuse** | **Family**  | **Science Fiction** | **Historic Events** | **Epidemics/Illness** | **Addictions** |
| The Day After Tomorrow | Falling Down | Ordinary People | Shaun of the Dead | World Trade Center | Children of Men | 28 Days |
| 2012 | Bastard Out of Carolina | My Sister’s Keeper | War of the Worlds | United 93 | Blindness | When a Man Loves a Woman |
| Dante’s Peak | Precious | Winter’s Bone | World War Z | Titanic | Contagion | Postcards from the Edge |
| Twister | An American Crime | Things We Lost in the Fire | Battle Los Angeles | Alive | I am Legend | Leaving Las Vegas |
| Daylight | Dog Day Afternoon | The Lovely Bones | Deep Impact | Life is Beautiful | 28 Weeks Later | Clean and Sober |
| Backdraft | Prince of Tides | August Osage County | Cloverfield | Apollo 13 | Carriers | Boogie Nights |
| The Core | Dolores Claiborne | Spanglish | Godzilla | Mississippi Burning | Philadelphia | Requiem for a Dream |
| The Road | What’s Love Got to Do with It | Marvin’s Room | Signs | Mandela | Lorenzo’s Oil | Clean and Sober |
| The Impossible | The Accused | Stepmom | Alien | Saving Private Ryan | Mask | Midnight Cowboy |
| Open Water | The Burning Bed | Losing Isiah | Insidious | 12 Years a Slave | Bang the Drum Slowly | Gia |
| 127 Hours | Frankie and Alice | Marvin’s Room | Resident Evil: Apocalypse | Amistad | My Left Foot | Rush |
| Extremely Loud and Incredibly Close | The Great Santini | Kramer vs. Kramer | The Purge | The Boy in the Striped Pajamas | 50/50 | Half Nelson |
| After the Dark | The Prince of Tides | The Pursuit of Happyness |  |  | Beaches | The Lost Weekend |
|  |  |  |  |  |  | Postcards from the Edge |

I have received a copy of the syllabus for CHD 638. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Name (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_