



## **COUN 560.01W Crisis Intervention**

Spring 2019

### **INSTRUCTOR INFORMATION**

**Instructor:** Dr. LaVelle Hendricks- Associate Professor  
**Office Location:** Binnion 217  
**Office Hours:** Monday 9-2, Tuesday 9-2, Thursday 9-2  
**Office Phone:** 903-886-5632  
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**University Email Address:** Lavelle.Hendricks@tamuc.edu  
**Preferred Form of Communication:** E-mail  
**Communication Response Time:** 9am-2pm

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

**Textbook(s) Required:** James, R. K. . Crisis intervention strategies. ( current edition). Belmont, CA: Brooks/Cole.

**SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:** Capuzzi, D., & Golden, L.. Preventing adolescent suicide. Muncie, IN: Accelerated Development. McGlothlin, J. M. (2008). Developing clinical skills in suicide assessment, prevention, and treatment. Alexandria, VA: American Counseling Association. Puryear, D. A. (1979). Helping people in crisis. San Francisco, CA: Jossey Bass. Slaiku, K. (1990). Crisis intervention: A handbook for practice and research (2nd ed.). Newton, MA: Allyn & Bacon. The Prevention Researcher [www.TPRonline.org](http://www.TPRonline.org) Webber, J., Bass, D., & Yep, R. Terrorism, trauma and tragedies: A counselor's guide to preparing and responding (2nd ed.). Alexandria, VA: American Counseling Association.

#### **Course Description**

An overview of crisis intervention: Major theoretical models of situational crises are described and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis

*The syllabus/schedule are subject to change.*

intervention. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for schools.

## **Student Learning Outcomes**

1. Various theories and models of crisis intervention
2. Basic crisis intervention skills (e.g., assessing, listening, acting)
3. Dynamics associated with various crisis events (e.g., suicide, sexual assault, bereavement)
4. Perceptions, experiences and needs of culturally diverse clients in crisis, and culturally sensitive intervention strategies
5. Professional resources appropriate to crisis intervention (e.g., professional journals, organizations, networks, online resources)
6. Stresses and concerns associated with crisis intervention workers, including self assessment of their own readiness for crisis intervention work

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using Microsoft Word, PowerPoint and E-Mail

### **Instructional Methods**

The course will be delivered through D2L Lecture notes.

### **Student Responsibilities or Tips for Success in the Course**

Students are expected to regularly log into the course website. The amount of weekly study and participation time expected is one hour and a half each week.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

### **Assessments**

Grading will be based on midterm exam, final exam, content and final paper.

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# TECHNOLOGY REQUIREMENTS

## Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

## Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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## Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

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Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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## Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



## System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

## Interaction with Instructor Statement

Professor will respond via E-Mail or phone in a timely manner.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

Student is expected to log in to D2L in a timely manner each week.

1. Complete all required and supplemental readings appropriate to class needs and personal interests; be prepared to discuss in class.
2. Complete all class assignments within specified time frames.

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

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## **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **ADA Statement**

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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## CACREP Standards Addressed in COUN 560

<b>CMHC Standard</b>	<b>Learning Activity or Assignment</b>	<b>Assessment</b>
A9. Understands the impact of crises, disasters, and other trauma-causing events on people.	Online discussion regarding the definition of crisis and disasters and the impact of trauma on a various group	Questions on examination regarding definition of crisis and disasters
A10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.	Online class discussion on developing a crisis ready organization. Discuss the principles to guide people in a crisis. Discuss techniques used in a mock drill for emergency management in an agency or community setting.	Questions on examination regarding emergency management preparation for a crisis or disaster.
C6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	Online class discussion with students about crisis preparedness, response, and recovery. Students will discuss elements of crises.	Questions on examination regarding the principles of a crisis intervention.
K5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	Online class discussion with student's diagnosis of PTSD with trauma clients and treatment options. Students will learn about critical incident stress management through both lecture notes and discussions.	Questions on examination regarding appropriate diagnosis during a crisis or disaster.

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## **COURSE OUTLINE / CALENDAR**

### **STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

Personal Assessment Paper	25%	(Due date: February 8, 2019)
Literature Review	25%	(Due date: April 30, 2019)
Midterm Exam	25%	( March 7, 2019)
Final Exam	25%	(May 5, 2019)

### **COUN 560 CRISIS INTERVENTION: THEORY AND PRACTICE Spring 2019 PERSONAL ASSESSMENT PAPER**

Objective: To evaluate your own potential to effectively perform crisis intervention counseling.

In this approximately 5 page paper, you will identify and discuss personal attitudes, values, behaviors, and experiences that can impede or enhance your ability to do crisis work. Your paper must reflect accurate knowledge of effective crisis worker characteristics and the dynamics of counselor burnout, vicarious traumatization, and compassion fatigue. You will use the course readings, and at least 3 professional journal articles dealing with counselor burnout, vicarious traumatization, or compassion fatigue as references. Cite all references, using APA format.

To prepare to write this paper, you will need to do the following:

1. Read Chapter 15 in the James text: Human Service Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue. We will not be covering this chapter in class.
2. Think about the topics we have read about and discussed in class so far.
3. Look ahead and give some thought to the topics we'll be addressing throughout the rest of the semester: PTSD, suicide, sexual assault, domestic violence, grief and loss.

*In preparing to write your paper, consider the following:*

What personal qualities or characteristics might enhance your ability to be an effective crisis worker?

What personal qualities or characteristics might impede your ability to be an effective crisis worker?

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How might crisis experiences in your own life increase the potential for countertransference

When working with clients who have experienced similar forms of trauma and crisis?

What steps might you take to lessen the potential for and therefore manage countertransference in these situations?

What attitudes, values, behaviors, and experiences might contribute to your risk for vicarious traumatization or compassion fatigue?

What feelings, attitudes, motives, and/or expectations might increase your risk for burnout?

What are some preventative and restorative measures for burnout that are a good match for your particular needs?

\*\*Remember that this self-assessment must be informed by the course readings and at least three professional journal articles dealing with this topic.

**COUN 560  
CRISIS INTERVENTION: THEORY AND PRACTICE  
Spring 2019  
LITERATURE REVIEW**

You will identify a crisis intervention topic of particular interest to you, and of particular relevance to the work setting and the clientele you intend serve as a professional counselor. You may choose a topic that has been covered class, and cover it in greater depth. Or you may choose a topic that has not been covered in class.

Begin your review of the literature with background information about the crisis intervention topic. Then focus your review on the specific population you are interested in. That is, rather than attempting to cover everything there is to know about a crisis intervention topic (e.g., grief and loss; sexual violence), you need to focus your topic (e.g., bereavement grief in elementary school age children; sexual violence prevention/intervention for adolescent girls). This focused discussion is the heart of your paper.

You will cite and synthesize information from the related literature. Include an in-depth

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description of initial crisis reactions, and issues/problems associated with the crisis. Identify and describe programs (e.g., psychoeducational curricula such as the Duluth Model for domestic violence; anti-bullying guidance programs), recommended approaches, interventions, and techniques.

Minimum length is 10 pages, typed and double-spaced using APA style. Your literature review must include at least 10 professional journal articles; it may also include chapters from books on your topic, as well as relevant online resources.

*Literature review guidelines (minimum 10 pages):*

Does it document this as a widespread problem?

Does it describe the key elements of the topic?

Does it identify and describe initial crisis reactions, and the most important issues/problems associated with the crisis?

Does it identify solutions discovered by others (e.g., programs, approaches, interventions, and techniques)?

Does it review at least 10 recent journal articles?