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## **Coun 587**

Crisis Intervention and Trauma Healing  
Spring 2010  
Office Hours: By appointment

Pam Comer, LPC  
Seminary 003  
Campus Phone: 4314

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### **COURSE DESCRIPTION:**

This course is designed to introduce students to basic crisis intervention strategies. The course addresses fundamental crisis intervention theory and offers practical applications in various crisis situations. Students will explore various assessment, intervention and crisis treatment issues. Special emphasis will be placed on the impact of trauma on the individual, family and community. Students will engage in crisis intervention role-plays and practice applying specific interventions in crisis scenarios. Each student will engage in researching and compiling a comprehensive community resource guide for the local community.

### **COURSE OBJECTIVES:**

1. Students will learn to assess the needs and resources of those experiencing a crisis.
2. Students will become knowledgeable in a specific area of crisis intervention and provide a comprehensive overview of this issue.
3. Students will share crisis intervention resources that include key issues, interventions, and local community resources available for specific crises.
4. Students will gain a greater awareness of the integration of crisis intervention, risk management, and transcrisis assessment.
5. Students will learn the impact of crisis/trauma on the individual, family, and community.
6. Students will practice using and applying crisis intervention skills and techniques.
7. Students will be able to identify the legal and ethical issues for consideration when working with crisis and trauma

### **COURSE FORMAT:**

This course will meet on Wednesdays from 1:30-4:10. Sessions will emphasize lecture, class presentations, discussion, role-play, and self-exploration exercises. Course evaluation will be based on class participation, readings, and assignments.

### **REQUIRED READING:**

James, R. K. (2008). *Crisis Intervention Strategies 6th ed.* Belmont: Thomson-Brooks/Cole.

### **RECOMMENDED READING:**

Berceli, David (2005). *Trauma Releasing Exercises: A revolutionary new method for stress/trauma recovery.* BookSurge Publishing.

Briere, J. & Scott, C. (2006). *Principles of Trauma Therapy: A guide to symptoms, evaluation and treatment.* Thousand Oaks: Sage Publications.

Levine, P.A. (1997). *Waking the tiger: Healing Trauma.* North Atlantic Books: Berkley, CA.

Solomon, M.F. & Siegel, D. J. (2003). *Healing Trauma: attachment, mind, body and brain.* New York: WW Norton & Co.

## ATTENDANCE POLICY:

Students are expected to attend class on time and to participate fully in all activities. This expectation includes interactive lectures, student presentations, and any experiential portions of the class. If for any reason, you are unable to attend class, please contact the instructor in advance. You will be expected to gather information you missed while absent. Each student may miss one class session without penalty. Additional absences will result in the loss of points from your total grade (5 points for each additional absence).

## COURSE INSTRUCTIONS

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### I. CRISIS INTERVENTION ASSIGNMENT -

Each student will sign up for a crisis intervention topic on the first day of class. You will research this topic and provide a comprehensive presentation with resource handouts on each issue to all class members (**via email**). *Students are encouraged to create a computer file in their own personal computer system to begin collecting crisis intervention resources – starting with these resource handouts. (start now so you have it when you need it!)*

#### PRESENTATION (90 points)

You will be assigned a class period (based on the crisis intervention topic you choose for the above assignment) to provide a minimum of a 60 minute presentation (to the class about your topic. You may use audio/visual resources, activities, written materials and class participation. *Your goal is to provide the class with comprehensive information on: overview/background of the topic, crisis assessment, crisis intervention, crisis treatment with specific populations.*

#### RESOURCE HANDOUTS: (60 points) Due the day **before** your presentation.

1. **Outline**: A thorough outline on your issue including sections on overview/background, assessment, intervention, treatment with specific populations, and follow-up (20 points).
2. **Referral List**: A thorough referral list of up-to-date local and/or national resources pertaining to your crisis intervention issue. Please do not photocopy information from other resource books since resource lists change frequently (15 points).
3. **References Lists**: **Two** separate lists of references for the **client** and the **clinician** with complete citations (at least 10 current references for each). The list for the clinician should include journal articles and recent empirical research (20 points).
4. **Client Resource Page**: A one-page hand-out to be used with a client that is informative and easy-to-read (a self-help page). (5 points).
5. **Other**: *Charts, photocopies, and handouts* relevant to your issue.

## **II. FOCUSED OPPORTUNITIES (100 points) –choose one option**

### **APPLIED SUICIDE INTERVENTION SKILLS WORKSHOP (ASIST)**

Students will be required to attend a 2-day, 14 hour training program on suicide intervention skills on February 26-27, from 8:30-4:30 at EMU University Commons, Room 211-212. ASIST is the most widely used intervention skills training in the US. It is a two-day intensive, interactive and practice-dominated course designed to help caregivers recognize risk for suicide, intervene to prevent immediate harm and link persons at risk to the next level of care. *Students are encouraged to take this training workshop as it will make a significant difference in your abilities when faced with this crisis.*

-OR-

**Research Paper** (*This option only for students who ABSOLUTELY cannot attend above*)

Submit a 12-15 page paper on a subject related to crisis intervention, trauma, or trauma intervention/healing. Students are encouraged to select a specific topic that will further their development as a counselor. Students are expected to use current research, journal articles and books for their paper. **APA formatting is required.** If you need to refer to a manual regarding APA formatting, the department has two copies.

## **III. READINGS (50 points)**

It is expected that students will read the entire required text *and* choose an additional 400 pages from the recommended list pertaining to trauma and recovery. Each student will be required to sign a statement documenting the percentage of readings completed.

## **GRADES**

Letter grades for the semester will be based on the total number of points you receive.

You have a choice between an **A track** and a **B track**.

**A track**: complete all assignments *to the satisfaction* of the instructor - total 300 points

**B track**: omit #2, 3 and 4 under Resource Handouts and do half the Reading requirement - total 235 points

### **Academic Integrity Policy**

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines **plagiarism** as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). Taken from "Academic Integrity" in the 2009-2010 Undergraduate Catalog, pp. 16-19.

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3<sup>rd</sup> floor of the Sadie Hartzler Library.

### **Disability Statement**

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during

my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Library, 432-4233.

### **Course Schedule**

<b>Date</b>	<b>Subject</b>	<b>Applicable Reading</b>
1/13	<b>Introduction &amp; General Crisis Intervention Overview</b>	James 1
1/20	<b>Clinical Interviewing Overview</b>	James 1, 3, 4
1/27	<b>Crisis Assessment &amp; Intervention Strategies</b> Guest Speaker: Mark Bowser, Coordinator, RMH Psychiatric Emergency Team	James 1, 3, 4
2/3	<b>Working with Sexual Abuse Survivors</b> Guest Speaker: Gianna Garrighletti, LPC, Director, Collins Center	James 8
2/10	<b>STUDENT PRESENTATIONS - 2</b>	
2/17	<b>STUDENT PRESENTATIONS - 2</b>	
2/24 2/26-27	<b>No Class – Due to Required Fri-Sat training</b> <b>A.S.I.S.T. TRAINING AT EMU, UNIVERSITY COMMONS 211-212</b>	
3/3	<b>STUDENT PRESENTATIONS - 2</b>	
3/10	<b>Spring Break—NO CLASS</b>	
3/17	<b>STUDENT PRESENTATIONS - 2</b>	
3/24	<b>STUDENT PRESENTATIONS - 2</b>	
3/31	<b>STUDENT PRESENTATIONS - 2</b>	
4/7	<b>Disaster Response</b> Guest Speaker: CERT Team, Wanda Willis	James 14, 16
4/14	<b>Long Term Mental Health Issues: Chronic Crisis</b> Guest Speaker: Randy Hook, LCSW, RMH Partial Day Program	James 4
4/21	<b>Burnout, Vicarious Traumatization, &amp; Compassion Fatigue</b> Guest Speaker: Elaine Zook Barge, MA, Program Director for STAR (Seminars on Trauma Awareness and Resilience) and certified Compassion Fatigue Educator and a Field Traumatologist	James 15
4/28	<b>No class</b> —All students are required to attend the CAPS (Community Action Project) presentations from 8-5 PM.	