



COUN 6004 Crisis, Trauma, Grief Counseling

Summer 2022

Tuesday and Hybrid 5:15-8:00 pm

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Summer Office Hours: Via Appointment

Course Description

In this course, students will explore the impact of serious occurrences/events on the psychological and developmental wellbeing of individuals. The focus will be on the theories and techniques related to the processing and treatment of people in individual and group counseling settings. 3 hours (prerequisites: COUN 5000, 5001, 5002, 5003, 5004, 5010, 5011)

Methods of Instruction

The content of this course will be delivered through assigned readings, seminar discussions, multimedia presentations, case presentations, and small group discussion.

Course Objectives

Students will demonstrate

- 1) Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.e)
- 2) Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP II.F.2.h)
- 3) Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP II.F.3.g)
- 4) Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP II.F.5.m)
- 5) procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP II.F.7.c)
- 6) procedures for identifying trauma and abuse and for reporting abuse (CACREP II.F.7.d)
- 7) Impact of crisis and trauma on individuals with mental health diagnoses (Clinical Mental Health Counseling V.C.2.f)
- 8) Impact of biological and neurological mechanisms on mental health (Clinical Mental Health Counseling V.C.2.g)

Textbooks

Required: Jackson-Cherry, L., & Erford, B. (2018). *Crisis assessment, intervention, and prevention* (3rd ed.). Upper Saddle River, NJ: Pearson Education.

Recommended: James, R., & Gilliland, J. (2017). *Crisis intervention strategies (8th Edition)*. Boston, MA: Cengage.

Student Expectations

Expectations for this class include the following:

- 1. Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by **reading all assigned material** and by bringing any written or electronic assignments required for class.
- 2. Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardies. Grades may also naturally suffer when students are not present for class.
- 3. Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. 5% of points will be deducted each day the assignment is late and will not be accepted one week after due date. Any extenuating circumstances must be discussed with the professor **before** the due date. How these circumstances are handled is solely at the discretion of the professor.
- 4. Submit Electronically:** All written assignments are to be submitted electronically as email attachments or within CONNECT on or before the due date.
- 5. Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of psychology or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**
- 6. Be Electronically Respectful:** Students will refrain from using **cell phones or other electronic devices** during class time, **except** in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class **or to leave class** as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please **silence all phones** and keep them **out of sight** during class time; they should be kept in purses, pockets, or book bags.
- 7. APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.
- 8. Have Fun:** Students are expected to have fun learning about the subject matter.

Digitally Delivered Policies

Students who attend the virtual track must watch all recorded classes within a 7-day period to get full credit for the class. Students understand that information is embedded into the recorded classes and lectures that evaluate student attendance.

All courses are delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. All asynchronous learning students will be required to either attend the in-class sessions synchronously via Teams or watch the recording of class

within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences from class, or not watching class via Teams in a timely manner. Asynchronous students are required to attend some of the skills-based classes on certain dates

Students are required to have access to technology requirements such as WIFI, a computer, and access to email and the learning management system.

Students engaged in digitally delivered synchronous learning are required to plan to be in a suitable learning environment that is free from distractions and noise.

Students in the 100% digitally delivered track are required to schedule a monthly meeting with their assigned academic advisor.

Technology Requirements

Counseling students are provided with Microsoft 365 which gives students access to One Drive, Email, Teams, Power Point, and Excel. Students are expected to be able to utilize this technology by keeping an up to date laptop or tablet in order to be successful in the program.

Standard 1.G indicates: "The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research."

- Microsoft Teams training was made available for students
- One Drive Training
- Email Training
- IT SUPPORT (Chastity Hargrett)
- Connect (Support Portal)
- mock counseling sessions.

Assignments

A. Attendance, Participation, and Professionalism (10 points)

Each week students will be expected to participate through classroom discussions, small groups, or other activities. It will be necessary to have read all assignments prior to coming to class. Attendance and participation points are factored in for each class. Absences and tardies have the potential to affect your final grade negatively. If you have more than two (2) unexcused absences the final grade will drop by one letter.

B. Crisis Memoir Analysis (75 points) (Course Objective 1, 3, & 4)

Students will read a book that is a memoir (i.e., true story) of the author's crisis experience. Students may select a memoir of their choice and receive the instructor's approval by 7/8/21. After reading the memoir, students will complete an analysis including the components listed below. Papers will be a minimum of 8 pages, not including reference or title page, and will be in APA 6th edition style formatting. A minimum of 5 scholarly sources must be cited within the paper and a reference list must be provided. (75pts) **(Note: please do not choose a fictional novel; this must be a true story)**

- a. Introduce the protagonist
- b. Describe the crisis the protagonist experienced
- c. Provide information from your textbook and from the literature about this type of crisis (e.g., provide diagnostic criteria for a mental disorder the protagonist may have experienced; apply the tasks of mourning to a protagonist who was grieving). This information (i.e., what is typically expected after such a crisis) should be compared and contrasted with the experiences of the protagonist.
- d. Describe any legal and ethical issues involved in the crisis situation (e.g., describe issues related to confidentiality and privacy, mandated reporting, any court proceedings that did or could have occurred related to the crisis, police or law enforcement involvement, etc.)

- e. Describe the environmental, cultural, and developmental influences – How did the person’s environment, culture, and development impact the crisis situation and the person’s response to and ability to cope and heal from the crisis? Consider the person’s resources related to each of these factors.
- f. Describe the services the protagonist received to related to the crisis. **In addition**, describe the following:
 - i. How could a clinical mental health counselor be helpful to the protagonist in the midst of his or her crisis? (Write about your specialty area)
 - ii. What specific types of assessments and interventions might you have used with this person?
 - iii. Who might you collaborate with when helping this person? What types of referrals might you offer him or her?
- g. Describe your personal experience of reading this person’s crisis experience. Reflect on what it might be like for you to hear this person describe his or her story to you in person. How would you manage your personal response to the client’s experience with remaining in the role of a helper to the client?

C. Crisis Intervention Demonstration (75 points) (Course Objective 1, 2, 3, 4, 5, 6, 7, & 8)

Students will demonstrate a crisis intervention demonstration. Students must demonstrate their ability to conduct a risk assessment, including but not limited to suicide, homicide, psychosis, and/or self-harm. Following the assessment, students must be able to demonstrate their ability to make a clinical judgment based on their conceptualization of the risk and to connect the client to appropriate care. After the demonstration, students will complete the Crisis Intervention Documentation and Plan for Services form for the mock client.

- a. Students will complete the demonstration in class via Teams by break out rooms.(50pts)
- b. Crisis Intervention Documentation and Plan for Services form is due by Sunday after class at 11:59pm (25pts)

Note: this is a Key Performance Indicator (CACREP 2.F.7.c)

D. The Ethical Dilemma of 1013 (50 points) (Course Objective 1, 2, 3, 4, 5, 6, 7, & 8)

Students will research the state laws in which they intend to practice regarding involuntarily committing someone for mental health treatment. Students must demonstrate criteria that is needed for an involuntarily commitment and understand how the process works step by step. Following this knowledge, students will reflect on their feelings regarding this ethical decision-making process and describe potential challenges or fears they may have or face. Lastly, students will research at least one court cases that may apply to their described challenges or fears and discuss their views on the outcomes of that case. This paper must be written in APA style with at least 3 pages of content. References are expected regarding state laws and court cases discussed.

Assignment Point Breakdown

Attendance	10 points
The Ethical Dilemma of 1013	50 points
Crisis Memoir	75 points
Crisis Demonstration	75 points
Total Points	210 points

The following scale will be used:

90 – 100%	=A
80 – 89.9%	=B
70 – 79.9%	=C
60 – 69.9%	=D
59.9% and Below	=F

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work.

Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

ADA

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the College to provide reasonable accommodations of the disability during this course, please notify **Ms. Brandi Cameron** at the Counseling Center located in Smith Hall (X8177).

Tentative Semester Schedule of Topics and Assignments

Date			Topic	Assignment	Due
Class 1	June	7	Review of Syllabus Introduction to Crisis Intervention Professional Counselors' Roles in Crisis Intervention Essential Crisis Intervention Skill	Read Chapter 1	
Class 2		14	Legal, ethical, and multicultural considerations Counselor safety and self-care in crisis counseling Loss, Grief, & Bereavement Hybrid Class	Read Chapter 2, 3, & 12	
Class 3		21	Suicide and Homicide: Prevention, Risk Assessment, and Intervention	Read Chapter 5, 6, 8, 13	Crisis Memoir Book Title Due
Class 4		28	Crisis and Substance Use Disorders Crisis, Diagnosis, and Evidence-Based Treatments	Read Chapter 7	

			Hybrid Class		
Class 5	July	5	No Class		
Class 6		12	Child Abuse Nonsuicidal Self-Injury and Psychosis: Assessment and Intervention	Additional Resources	Crisis Memoir Due
Class 7		19	Trauma-Informed Care Hybrid Class Crisis Demonstration in Class (All students need to be present for this class we will schedule times to meet throughout the week) Meet VIA TEAMS FOR DEMONSTRATION, Lecture will be pre-recorded.	Additional Resources	Crisis Demonstration Write up Due on Sunday after class.
Class 8		26	Military Issues and Crisis Counseling Refugees	Read Chapter 11 Read Chapter	
Class 9	Aug	2	Intimate Partner Violence Sexual Violence Hybrid Class	Read Chapter 9, 10	Ethical Dilemma of 1013 Paper Due

The professor reserves the right to make changes in this syllabus as is necessary during the semester, especially to the calendar of assignments. Updates will be provided to you either in class or electronically.

Current Course Related Research

- American Red Cross. (n.d.) *Preparing for disaster with people with disabilities and other special needs*. Author.
- American Society of Suicidology. (n.d.). Core competencies for the assessment and management of individuals at risk for suicide. Retrieved from <http://www.suicidology.org/training-accreditation/rrsr>
- Bemak, F., & Chung, R. C. (2017). Refugee trauma: Culturally responsive counseling interventions. *Journal of Counseling & Development, 95*, 299-308. doi:10.1002/jcad.12144
- Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., Vernberg, E., & Watson, P. (2006). *Psychological First Aid: Field Operations Guide (2nd ed.)*. National Child Traumatic Stress Network and National Center for PTSD. Retrieved from www.nctsn.org or www.ncptsd.va.gov.
- Brymer M., Taylor M., Escudero P., Jacobs A., Kronenberg M., Macy R., Mock L., Payne L., Pynoos R., & Vogel J. (2012). *Psychological first aid for schools: Field operations guide (2nd ed.)*. Los Angeles: National Child Traumatic Stress Network
- Buser, T. J., & Buser, J. K. (2013). The HIRE model: A tool for the informal assessment of nonsuicidal self-injury. *Journal of Mental Health Counseling, 35*, 262-281.
- Cavanaugh, B. (2016). Trauma-informed classrooms and schools. *Beyond Behavior, 25*(2), 41-46.
- Classen, C. C., & Clark, C. S. (2017). Trauma-informed care. In S. N. Gold, S. N. Gold (Eds.). *APA handbook of trauma psychology: Trauma practice* (pp. 515-541). Washington, DC: American Psychological Association. doi:10.1037/0000020-025
- Hyldahl, R. S., & Richardson, B. (2011). Key considerations for using no-harm contracts with clients who self-injure. *Journal of Counseling & Development, 89*, 121-127.
- Kelly, U., Boyd, M. A., Valente, S. M., & Czekanski, E. (2014). Trauma-informed care: Keeping mental health settings safe for veterans. *Issues in Mental Health Nursing, 35*, 413-419. doi:10.3109/01612840.2014.881941
- Lewis, L. M. (2007). No-Harm Contracts: A Review of what we know. *Suicide & Life-Threatening Behavior, 37*, 50-57.
- Mills, K. L. (2015). The importance of providing trauma-informed care in alcohol and other drug services. *Drug And Alcohol Review, 34*, 231-233. doi:10.1111/dar.12273
- National Child Traumatic Stress Network: <http://nctsn.org>
- National Center for PTSD. (2013). *Understanding PTSD treatment*. Retrieved from www.ptsd.va.gov
- Sachs, A. (2011). A memoir of schizophrenia. *TIME*. Retrieved from www.time.com/arts/article/0,8599,1656592,00.html
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2009). The mental status examination. In *Clinical Interviewing* (4th ed.)(pp. 213-243). Hoboken, NJ: Wiley & Sons, Inc.
- Substance Abuse and Mental Health Services Administration. (2012). *Preventing Suicide: A Toolkit for High Schools*. HHS Publication No. SMA-12-4669. Rockville, MD: Center for Mental Health Services, Author.
- Substance Abuse and Mental Health Services Administration. (2013). *Disaster planning handbook for behavioral health treatment programs*. technical Assistance Publication (TAP) Series 34. HHS Publication No. (SMA) 13-4779. Rockville, MD: Author.

Substance Abuse and Mental Health Services Administration. (2014). *Trauma-informed care in behavioral health services*. Treatment Improvement Protocol (TIP) Series 57. HHS Publication No. (SMA) 13-4801. Rockville, MD: Author.

Substance Abuse and Mental Health Services Administration. (2015). *A journey toward help and hope: Your handbook for recovery after a suicide attempt*. HHS Publication No. SMA-15-4419. Rockville, MD: Center for Mental Health Services, Author.

WICHE Mental Health Program. (2009). *Safety planning guide*. Boulder, CO: Education Development Center & Author

HELPFUL WEBSITES

International Critical Incident Stress Foundation:

<http://www.ICISF.org>

National Child Traumatic Stress Network:

<http://www.ncptsd.org>

The PTSD Help Network

<http://www.ptsdhelp.net>

SAMHSA Disaster Information

<http://mentalhealth.samhsa.gov/disasterrelief>

Federal Emergency Management Agency

<http://www.fema.gov>

Psychological First Aid

<http://www.ptsd.va.gov/professional/manuals/psych-first-aid>

American Red Cross (Atlanta)

<http://www.atlantaredcross.org>

Georgia Emergency Management Agency

<http://www.gema.state.ga.us>

Georgia Disaster Relief

<http://www.georgiadisaster.info>

Licensed Professional Counselors Association of Georgia

<http://www.lpcaga.org> (Click on the link to Disaster Relief on the left)

Grief Counseling Resource Guide, A Field Manual

<http://www.omh.state.ny.us/omhweb/grief4>

Assignment	Points Poss.	Course Objectives
Attendance/Participation/Professionalism	10	
Crisis Memoir Analysis	75	CO 1, 3, 4
Surviving Suicide Reflection	20	CO 1, 2, 3, 4, 5, & 7
Crisis Demonstration	75	CO 1, 2, 3, 4, 5, 6, 7
Group Presentation/Grief Ritual	100	CO 1, 2, 3, 4, 7
TOTAL	280	

Group Presentation/Grief Ritual Rubric

Length of Presentation

	10	8	6	0
Length of Presentation	Presentation was at least 25 minutes of length (not including questions)	Presentation was 20 minutes of length (not including questions)	Presentation was 15 minutes of length (not including questions)	Presentation was 10 minutes or less (not including questions)

Professionalism & Engagement of Class

	20	16	12	0
Professionalism	Presentation was professional and put together well, presenter was professional	Presentation was put together well but presenters could have been more professional during presentation	Professionalism could have been much greater	Presentation was not taken seriously; presenters did not seem interested in presentation
Engagement of Class	Presenter was engaging to audience and professor	Most but not all parts of presentation were engaging to audience and professor	Few parts of presentation were engaging to audience and professor	Presentation was not engaging at all to audience or professor

Part 1: Group Presentation

	10	8	6	0
Selection of appropriate topic surrounding trauma/crisis	Topic for presentation was appropriate (covered in class)	Topic was appropriate but not covered in class	Topic is somewhat of a crisis/trauma event	Topic was not appropriate for presentation (not a crisis event/trauma)
Discussion of topic	Presenters thoroughly discussed trauma including: key terms/definitions, impact of trauma, risk factors, statistics.	Presenters gave a general overview of trauma/crisis	Presenters briefly discussed trauma/crisis	Presenters did not discuss crisis/trauma event
Discussion of resources/interventions used to assist trauma	Presenters discussed resources/interventions available during trauma/crisis event	Presenters somewhat discussed resources/interventions available during trauma/crisis event	Presenters briefly mentioned resources/interventions available during trauma/crisis event	Presenters did not indicate resources/interventions available during trauma/crisis event

Part 2: Grief Ritual

	10	8	6	0
Selection of appropriate grief ritual	Grief ritual was appropriate for presentation	Grief ritual was somewhat appropriate for presentation	Ritual chosen was not a grief ritual	No ritual was included in presentation
Presentation of grief ritual	Presenters effectively introduced and demonstrated grief ritual	Presenters gave an overview of the grief ritual and demonstrated some portions	Presenters somewhat demonstrated grief ritual	Presenters grief ritual was unacceptable for this presentation

Crisis Demonstration In Class Rubric
(Total Assignment 75, including Write Up)

Student:

Date:

Evaluator:

	Marginal (0-1pt)	Satisfactory (2-4pts)	Exemplary (5pts)	Comments
1. Used appropriate attending skills				
2. Expressed empathy				
3. Used basic counseling skills				
4. Completed a thorough assessment				
5. Had an accurate understanding of the crisis				
6. Directed the client to appropriate care				

7. Utilized the client's strengths and resources				
8. Demonstrated multicultural competence				
9. Abided by ethical guidelines and laws				
10. Had appropriate disposition/used time well				

Grade: 50 / 50 pts

COUN 6004

Grading Rubric: Crisis Memoir Analysis (75 points)

	High Mastery	Medium Mastery	Low Mastery
Introduction and Description of the protagonist's crisis experience (10)	A thorough yet concise description of the protagonist's crisis situation is presented, including the precipitating critical incident, the protagonist's perception of the event that led to emotional distress, and how the protagonist's functioning was affected when the distress was not alleviated by customary coping resources.	A summary is presented that somewhat describes the protagonist's crisis experience or the summary is overly lengthy.	A minimal summary is presented that lacks information about the precipitating critical incident, the protagonist's perception of the event that leads to subjective distress, and how the protagonist's functioning was affected when the distress is not alleviated by customary coping resources or no summary is presented.

Presentation of information from literature pertaining to the protagonist's reaction to this specific crisis, including diagnostic and crisis-specific responses (10)	Information is provided that demonstrates the student's understanding of what is typically expected as a result of such a crisis. This information is relevant and grounded in scholarly literature, including diagnostic information from the DSM and is compared and contrasted with the protagonist's experience.	Some information is presented to further describe the protagonist's crisis that somewhat demonstrates the student's understanding of the protagonist's crisis. This information is relevant and from the textbook only.	Little or no information is presented to further describe the protagonist's crisis.
Legal and ethical considerations (10)	Legal and ethical issues are thoroughly described including citations of ethical guidelines and relevant national and/or local laws.	Legal and ethical issues are briefly described including references to ethical guidelines and relevant national and/or local laws.	Legal and ethical issues are minimally or not described and lack reference to ethical guidelines and relevant national and/or local laws.
Developmental, cultural, and environmental factors (10)	A thorough description of the protagonist's lifespan development as it relates to the crisis and a thorough description of the protagonist's personal, social, and material resources, the physical environment, community, and the individual's culture, as they relate to the crisis situation.	A description of the developmental and ecological factors is presented, however, it is lacking somewhat in the description.	A minimal or no description of the developmental and ecological factors is presented.
Services protagonist actually received (5)	A thorough description and evaluation (e.g., appropriateness and effectiveness) of the services received by the protagonist. Also include the outcome of the services (e.g., recovery).	A description of the services received by the protagonist is provided, however, it is lacking somewhat in the description, evaluation, or description of the outcome.	A minimal description of the services received is provided, and it is lacking in the description, evaluation, or description of the outcome.

Potential services provided by CMH/School/Rehab counselors including assessments, interventions, and appropriate referrals (15)	A thoughtful response is provided that is grounded in class learning and additional literature. Services described include specific assessments, interventions, and referrals.	A response is provided that is somewhat detailed and based on class learning and other literature.	A response is provided that is not well thought out or detailed and is not based on class learning or other literature.
Personal response and self-management (10)	A thoughtful response is provided that illustrates the student's self-awareness and management.	A response is provided that somewhat illustrates the student's self-awareness and management.	No response or a response that illustrates a lack of self-awareness or management.
Writing style (5)	Well-written with no writing, spelling, or punctuation errors. In APA style.	Fairly well-written with few errors. APA style formatting errors.	Poorly written with many errors. Not in APA style formatting or numerous errors.

Grade:

Comments: