

***SCHOOL OF CONTINUING STUDIES In collaboration with the***



***SCHOOL OF EDUCATION***

***Location Address Mailing Address*** *University Hall North 1200 East Colton Avenue On Brockton Avenue P.O. Box 3080*

*Between University Street &Grove Street Redlands, CA 92373*

***Phone Fax***

*(909) 335-4010 (909) 335-5204*

***COURSE SYLLABUS***

**Course:** CMHC 692

**Course Title:** Crisis Intervention Counseling

**Term:** Winter 2012

**Days/Times:** Thursday’s from 05:30 p.m. - 08:30p.m.; 05/03/12-07/26/2012

**Class Location:** Appleton Hall of Numbers, Room 216

**Faculty:** Linda Llamas, M.S., LMFT

**Office Phone:** 909-519-1949 –not after 8:00 p.m.

**Fax:** None

**E-mail:** [lillamas8@gmail.com](mailto:lillamas8@gmail.com) **Office Hours:** Class time only **Office:** N/A

**Course Description**

This course focuses on expanding the development of counseling skills, with emphasis on the knowledge, skills, and awareness needed to work effectively with clients who are in crisis. This course will also place

a high priority on the student’s ability to develop a greater sense of self-awareness and introspection.

**Reasonable Accommodations:**

The University of Redlands seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be on file with Martin Bright in the School of Education office of the Dean at 909-748-8815.

**This course aligns with the standards/learning objectives of the competency based framework for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Upon completion of this course, students will demonstrate the following competencies:**

**Course Objectives: Knowledge, Skills and Practices**

**This course has two primary and related objectives: I) To further develop your overall existing counseling skills; and, II) To provide specific training in managing crisis situations within a counseling setting.**

**I. *Advanced Counseling Skills***

**A. Students will continue to learn and practice counseling micro-skills, including the**

**following:**

**Attending Minimal Encouragers Opening and Closing Challenging Skills Active Listening Goal Setting Invitational Skills Providing Feedback Reflecting Skills Paraphrasing Reflecting Feelings Confrontation Reflecting Meaning Summarizing Reflection of Content Noting Discrepancies Self-Disclosure Reframing**

**Process Awareness Use of Silence**

**Rapport Building Empathizing**

**Solution-Focused Termination G.5.b., G.5.c.**

**B. Students will develop an awareness of the implications of counselor and client characteristics and their effect on the helping process (i.e., age, gender, culture, verbal and nonverbal behaviors, ethical and legal issues, capabilities, developmental level, etc.). G.5.b.**

**C. Students will learn to deepen their awareness of themselves and the influence of their own thoughts, feelings, and behaviors on the counseling process and relationship. G.5.b.**

**D. Students will learn the conditions under which particular theoretical models and techniques can be utilized most effectively. G.5.d.**

**E. Students will demonstrate the ability to conduct an effective counseling interview. G.5.c. F. Students will develop increasing awareness of importance of developing and maintaining**

**relationships with other human service providers. G.1.b.**

**II. *Crisis Management***

**A. Students will gain an understanding of the basic theories of crisis intervention. G.5.g.**

**B. Students will understand how to conduct appropriate assessments in crisis situations, demonstrate knowledge of the effects of crisis on persons of all ages/developmental levels, will be able to demonstrate effective intervention skills, and will learn strategies for assessing the effectiveness of their interventions. G.3.c.**

**C. Students will become particularly skilled in conducting a suicide risk assessment, developing specific interventions related to suicide, and consider the effects of completed suicide on others. G.5.g.**

**D. Students will develop awareness of the roles of the counselor within a larger crisis management team during local, regional, and/or national crises. G.1.c.**

**Required Readings**

**Collins, B. & Collins, T. (2005) Crisis *and trauma: Developmental- Ecological intervention.* Boston, MA: Lahaska Press.**

**Other supplementary articles as assigned**

**Recommended**

**Jacobs, D. (1999). *The Harvard Medical School guide to suicide assessment and intervention.* San**

**Francisco: Jossey-Bass.**

**Sandoval, J. (2002). *Handbook of crisis counseling, intervention, and prevention in the schools.***

**Mahwah, NJ: Erlbaum Associates.**

**Shea, S.C. (2002). *The practical art of suicide assessment: A guide for mental health professionals and substance abuse counselors.* New York: Wiley.**

**Young, M.E. (2009). *Learning the art of helping: Building blocks and Techniques*. Upper Saddle**

**River, NJ: Prentice-Hall.**

**Grading System/Scale**

**Evaluation of your work will be based on the following criteria:**

**A/4.0:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

**A-/3.7:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B+/3.3:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B/3.0:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

 **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**

**B-/2.7:** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

 Student should arrange conferences with the professor and advisor to discuss it.

**C+/2.3:** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparations for class and contributions as an individual and group member are slightly below an acceptable level.

 Student should arrange conference with the professor; and a conference with the advisor is

**required.**

**C/2.0:** Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

 A meeting with the professor should be arranged; and a meeting with the advisor is

**required.** The professor will notify the advisor of the grade.

**D/1.7 and F 1.3 – 0.0:** Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.** A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

**Course Policies & Expectations**

**Evaluation, Assessment, and Grading**

A letter grade and narrative feedback will be provided on all assignments. As well as your successful

completion of assignments, you are asked to demonstrate the following professional responsibilities:

 Being a self-disciplined “active” listener rather than a “side-bar” conversationalist.

 Being prepared with written work, oral presentations and willingness to participate in activities.

 Attending class and meeting with me if you must miss any class or need to leave early.

 Respecting other people.

 Understanding that in everything you do or say, you are modeling values, attitudes, and behaviors that impact the lives of others.

 Being “on purpose” (i.e. the person comes to class with an attitude of wanting to contribute to the

learning of everyone and is responsible for creating dynamic and worthwhile class meetings).

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**(For complete text of student responsibility please see the University of Redlands Catalog under**

**Academic Standards)**

**Assignments, Presentations, and Facilitation**

All assignments should be approached with professionalism as a foundation. Material is to be typed; no hand-written assignments will be accepted. Oral presentations will be graded on the basis of content as

well as delivery. If you need help with effective presentation skills please feel free to seek my assistance. Learning to communicate well is an important quality to develop as a counselor.

**Late Work**

Any work that is turned in late will automatically earn one half a letter grade less, unless prior approval

has been granted (i.e. a 4.0 would become an 3.7, etc.) All late work must be pre-approved. If an incomplete grade for the course is requested (for an extenuating circumstance) a written plan defining requirements and specifying new deadlines will need to be developed and signed by the student and the instructor.

**Candidate Assessment**

**Class Participation**: Given both the nature of the material we will be covering class attendance and

active participation is *essential*. Please contact me if you will be late or unable to attend a class meeting. I do encourage each of you to take on the challenge of gaining a deeper understanding of yourself and your emotions throughout your experiences in this course. Doing so will ultimately impr ove your ability to work with individuals in crisis. Along these lines a large portion of this course being experiential. I invite you to bring in your challenging and/or successful clinical situations and present them during our class discussions. In addition to developing greater counseling knowledge, awareness, and skills, I hope we can assist one another in developing the ability to gain access to and sit with our own intense emotional experiences. I will bring my own clinical experiences, as well as outside media (podcasts, film, music, etc.) to aid in the learning experience and will encourage the class to engage in case consultation around these various examples.

**10% of your final grade**

**Counseling Videos:** A videotape/DVD of your counseling skills will be submitted during the course of the semester to demonstrate the acquisition of the counseling skills we have been covering. A suggested crisis will be provided to you in advance in order to provide the class with a wide range of crisis management experience. Prior to the taping, you will be given a guide regarding the specific counseling skills that should be demonstrated in your session.

This video should be 30 minutes in length, and completed with a 2nd year classmate (it is my suggestion that you do not choose your “best friend” in the class as that can make the session more complicated, and that you give yourself plenty of time for practice). This video should demonstrate basic counseling skills including: attending, listening, responding, empathy, use of silence, reflection of feelings, reflection of meaning, challenging (as appropriate), use of self and specific techniques used to manage the suggested crisis. You will be asked to be very familiar with the tape that you submit. You will discuss the case for

20 minutes including discussion of the crisis, conceptualization of your client, yourself as counselor, your strengths, areas of growth and techniques used to manage the specific crisis. You will pick 10 minutes of your tape to show in class as a visual aid to demonstrate crisis skills used. You will also be asked to submit a minimum 4 page analysis of the overall session with equal attention paid to the client and yourself (see due date below).

**40% of your final grade**

**Crisis Article Review:** Each student will choose a special topic (type of crisis and/or type of population), and find and review a *seminal* scholarly article on this topic (3-5 pages).

**20% of your final grade**

**Reflection Journal (4):** The reflection journals are an opportunity for you to reflect on course readings, class discussions, role plays, or any of your own life events that are relevant to this course and the topics we discuss. You may use the discussion questions at the end of any chapter in the required book. By nature of the work involved, being an effective counselor requires a healthy awareness of yourself and of the dynamics that you bring into the relationship you develop with your clients. I hope that this series of journal entries will provide you the opportunity to gain a greater understanding of these factors. The journals should be at least 3 pages long. They will be graded on a five point scale, with scoring based on the quality and quantity of self-reflection that is evidenced in your paper. In other words, I do not want you to simply state back to me the topics covered in the readings or class discussions.

**30% grade for this section of the class.**

**Topic Outline, Readings, Activities and Meeting Dates**

**Date Topics and Assignments Due:**

**May 3, 2012** Intros: Definition of a Crisis, Types of crisis, Review of basic Counseling Skills.

**Handout: Basic Counseling Techniques**

**Due: Counseling Tapes Dates given**

**May 10, 2012** Understanding Crisis and Crisis Intervention.

**Due: Collins. Ch. 1**

**May 17, 2012** Assessment, Goal Setting and Solutions Skills

**Due: Collins Ch. 2 & 3**

**Due: *Journal #1***

**May 24, 2012** Conceptualization and Curative Factors

*Skills DVD due at the Beginning of Class*

**May 31, 2012** Using Advanced Counseling Skills and Crisis Counseling

Crisis Theory: Dimensions of Crisis Assessment *Skills DVD due at the Beginning of Class* **Due: Collins Ch. 4**

**Due: *Journal #2***

**June 7, 2012** Suicide Assessment and Intervention

*Skills DVD due at the Beginning of Class*

**Due: Collins Ch. 5 & 6**

**Handouts: Suicide Assessment/Homicide Assessment**

**June 14, 2012** Sexual Assault and Relationship Violence *Skills DVD due at the Beginning of Class* **Due: Collins Ch. 7 & 8**

**June 21, 2012** Illness & Death

*Skills DVD due at the Beginning of Class*

**Due: Collins Ch. 9-10**

**Due*: Journal #3***

**June 28, 2012** Crisis Intervention with Abused Children/ School-Based Crisis

*Skills DVD due at the Beginning of Class*

**Due: Collins Ch. 11 & 12**

**\*Due: Counseling DVD Conceptualization Paper**

**July 5, 2012** (NO CLASS): Research Crisis article and work on crisis article review.

**July 12, 2012** (NO CLASS): Work on Crisis article review.

**July 19, 2012** Larger Scale Crisis; Self-Care, Burnout; Processing and Closure

*Skills DVD due at the Beginning of Class*

**Due: Collins Ch. 13 & 14**

**\*Due: Crisis Article Review**

**Due: *Journal # 4***

**July 26, 2012** Complete course evaluations. Review of course teachings. Termination interventions.