Purpose of Course

COUN 580, Crisis Interventions in Counseling, is a 3-hour graduate credit class designed for graduate students in counseling and across disciplines. This class will include an overview of the helping relationship in crises using basic listening and responding skills and skills for building strong school, mental health, community, and spiritual professional response and interventions in times of crises. An additional emphasis will be placed on working effectively in traumatic situations with diverse populations.

Materials

Required Textbooks
ISBN-10: 0-8400-3429-6


Suggested Readings:

Additional Journal Readings:


Course Objectives

- Students will gain an understanding of 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).
- Students will develop self-care strategies appropriate to the counselor role (CAREP, 2009).
- Students will explore ethical standards of professional conduct within the context of crisis counseling (CACREP, 2009).
- Students will demonstrate knowledge of counselor characteristics and behaviors that influence the counseling process, including age, gender, ethnic differences, verbal and nonverbal behaviors, personality characteristics, theoretical orientation, and skills (CACREP, 2009).
- Students will demonstrate an understanding of essential interviewing and counseling skills, including the ability to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcomes, and successfully terminate the counselor-client relationship within the context of a crisis counseling relationship (CACREP, 2009).
- Students will explore the importance of self-awareness in developing a therapeutic relationship with clients and in maintaining appropriate professional boundaries within both crisis counseling and traditional counseling relationships (CACREP, 2009).
- Students will demonstrate an understanding of the ethical and legal ramifications of working with clients (CACREP, 2009).

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE:</strong></td>
</tr>
<tr>
<td>1. Demonstrates awareness of public health policy, financing and regulatory processes as they pertain to mental health and specifically crisis counseling.</td>
</tr>
<tr>
<td>2. Demonstrates awareness of an emergency management system within clinical mental health agencies and in the community</td>
</tr>
<tr>
<td>3. Understands the spectrum of mental health service delivery from hospitalization, inpatient, outpatient and individual treatment</td>
</tr>
<tr>
<td>4. Demonstrates an awareness of the impact of systems on individual crisis in mental health, including family, social and community support systems.</td>
</tr>
<tr>
<td>5. Awareness of limitations as a mental health and crisis counselor, and identify when referrals are appropriate.</td>
</tr>
</tbody>
</table>
Carson Newman University
Mental Health Counseling: Crisis Counseling

<table>
<thead>
<tr>
<th>SKILL AND PRACTICE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applies effective referral strategies to best support clients seeking mental health counseling, specifically in crisis.</td>
<td>CMH, D, 4</td>
</tr>
<tr>
<td>2. Demonstrates knowledge and ability to assess for suicidal ideations and risk among individuals in crisis.</td>
<td>CMH, D, 6</td>
</tr>
<tr>
<td>3. Demonstrates ability to develop and maintain a community referral resource notebook necessary for referrals of individuals in mental health and crisis counseling.</td>
<td>CMH, F, 1</td>
</tr>
<tr>
<td>4. Demonstrates the ability to determine appropriate diagnostic criteria based upon situational issues including crises and trauma.</td>
<td>CMH, L, 1</td>
</tr>
</tbody>
</table>

Carson Newman Academic Standards of Conduct

University Disability Statement
Accommodations for students with disabilities will be made in accordance with University Policies related to students with disabilities. Accommodations are determined on case-by-case basis and in accordance with their specific disability. Concerns or dissatisfaction regarding accommodations should be directed to the Coordinator for Students with Disabilities and Case Manager. His information is listed below.

Confidentiality and Ethics Information
In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality and trust.

When you are participating in a role-play as a client, you have the right and personal responsibility to only share of yourself what you want to talk about. All experiential exercises in this course are optional and you may stop participating in any experiential exercise you wish at any time without penalty. At the same time, if you find yourself not wishing not to engage in the exercises, you may prefer to drop the course. This course, by its very nature, is experientially oriented.

Course Assignments
All work needs to be formatted according to APA style. Assignments are to be turned in at the start of class on the assigned due date. Late assignments will be accepted with the understanding that 5 points will be deducted for each day late, including the weekends.

1) **Class Participation and Attendance during on-site class meetings.** (100 points)
   Each student will engage fully in class discussions. Class participation will include arriving on time for class and providing full attention to the content of the class. Points will be deducted for tardiness, as well as use of laptops/technology for non-class related use.

2) **Weekly Discussion and Interaction during online classes** (100 points)
   Each student will demonstrate full engagement in the online discussions during weeks when the class does not meet. Discussions will commence on each Monday of the week, and will conclude on the following Sunday evening. Each student is expected to have read/viewed/studied the Power Point presentations, videos, book readings and supplemental readings and demonstrate an understanding an synthesis of these throughout the week. Several postings demonstrating knowledge and understandings of the weekly concepts are required. This is to occur as a discussion, where students engage with one another to identify and discuss relevant/controversial/interesting points associated with each week’s assignments.

3) **Community Referral and Resource Notebook for Crisis Counseling** (100 points)
   Students will be asked to develop a referral notebook that details the crisis services available in the student's community. An assessment of resources that are not available but should be will also be included. If you are from the Jefferson City area, the Jefferson City Family Resource Center will be very helpful to you as you develop your notebook. Other counties may also have a similar agency to help with this project. Additional guidelines will be forthcoming.

4) **Crisis Counseling Case Review** (100 points)
   This will serve as a mid-term evaluation. Students will be given a case to respond to in reference to what has been covered so far in the class. This assignment is open book, and can be completed independently and turned in electronically.

5) **Roleplay and Practice of Skills** (100 points)
   Each student will pair with another student and prepare an overview and demonstration of one of the skills in the James and Erford text. This will be done in the context of one the final residency class. You have to pair with another student, but each student will be graded on their role as the counselor.

6) **Final Exam** (150)
   In-class case study analysis of a crisis situation. During the last class session, students will be required to assess a case study from memory. Students should expect to integrate
all concepts from the textbooks, supplemental readings, videos, power points and class discussions into this final exam.

**Identification of Course Artifacts for Professional Portfolio:**

Graduate students in counseling are expected to maintain a Professional Portfolio during their training. The Portfolio must contain samples of at least one key assignment from each GSC course and examples of your professional activities outside of class. You are responsible for selecting and placing samples of your work in your Portfolio each semester. You will also want to include your professor’s evaluation and feedback of your work in your Portfolio.

Your professional products can now be easily stored in an electronic Professional Portfolio identified for your use only. The web address to this electronic Portfolio is: [https://eaglenet.cn.edu/GSC](https://eaglenet.cn.edu/GSC). Your login and password to this site are the same as for your CN email.

Projects and products from this course that you may wish to archive in your Professional Portfolio include: a copy of your Community Referral and Resource notebook and your Crisis Counseling Case Review.