



SYLLABUS

EDUC 6342 Counseling for Crisis, Trauma and Disaster

SEMESTER: SSII 2022

PROFESSOR: Dr. Monica Gutierrez

PHONE: (830) 279-3021

EMAIL: monicag@sulross.edu

OFFICE OR ELECTRONIC ADVISING HOURS: Please email me as you have questions and I will reply to you. If it is something that relates to the entire class, I will send a mass email via Blackboard

Office Location: Uvalde, Room A117

Required Texts:

James, R.K. & Gilliland, B.E., (2013). Crisis Intervention Strategies, 7th Edition.
Belmont, CA: Brooks/Cole
ISBN10: 1-111-18677-4

Course Purpose: This course will address a need in the counseling department to help our students to effectively address crises. This has become more prominent in our society and counselors have been called on to help reduce the impact of traumatic situations. This course will present counseling approaches that effectively address crises. The course will examine the impact of trauma and crisis and potential neurobiological responses. Students will gain knowledge and skills useful in assessing and intervening in crises and explore the application of these skills in addressing specific crisis situations.

Course Description: This course is an introduction to the research and practice of crisis counseling, trauma counseling and disaster mental health. Issues related to the assessment, diagnosis and treatment of clients affected by crises, trauma and disasters will be thoroughly addressed. The course will examine the impact of trauma and crisis and potential neurobiological responses. The students will gain knowledge and skills useful in assessing and intervening in crises and explore the application of these skills in addressing specific crisis situations such as, suicide, homicide, intimate partner violence, sexual assault, natural disasters and terrorism. Students will examine the implications for assessment and intervention in the midst of a crisis and learn self-care strategies.

Competency Component:

This course will include a competency assessment process. Vignettes and assessment forms addressing the core areas of crisis, disaster response & PTSD will be utilized. Each vignette is designed to categorize four levels of competency. The competency levels are Excellent, Enhanced, Adequate and Inadequate skills. The four core areas of assessment will include Assessment skills, Psychopathology, Interviewing Strategies, and Therapy Implementation.

Course Objectives:

1. Understands the impact of crises, disasters, and other trauma-causing events on people of all ages and the roles counselors play as members of an interdisciplinary emergency management response team (CACREP 2009 standards: PI standards G. 1. c, G 3. c and AC standard A. 9. and A. 10.).
2. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CACREP 2009 standard: CMHC C. 6.).
3. Demonstrates the ability to use procedures for assessing and managing suicide risk. (CACREP 2009 standard: CMHC D. 6.).
4. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing events (CACREP 2009 standard: CMHC K. 5.).
5. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CACREP 2009 standard: CMHC L. 3.).
6. Understands the potential neurobiological impact of crisis and trauma (CACREP 2009 standard: PI standard G. 3. b.).
7. Demonstrates essential counseling skills effective in crisis intervention (CACREP 2009 standard: PI standard G. 5 c.).
8. Demonstrates essential multicultural counseling skills effective in crisis intervention (CACREP 2009 standard: PI standard G. 2. a-f).
9. Understands crisis intervention and suicide prevention models, including the use of psychological first aid strategies (CACREP 2009 standard: PI standard G. 5 g.).
10. Understands and demonstrates effective self-care strategies appropriate to the counselor role (CACREP 2009 standard: PI standard G. 1. d.).
11. Understand ethical and legal considerations in crisis intervention and trauma counseling (CACREP 2009 standard: PI standard G 1. j).

RGC Disability Statement:

ADA Statement SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

RGC Library Information:

Library Information The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus. The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Academic Integrity:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Diversity Statement:

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as

part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside, please keep me informed.

American with Disabilities Act (ADA):

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus.

SRSU Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Marketable Skills

1. Students will demonstrate analytical and critical thinking skills.
2. Students will demonstrate empathy and listening skills.
3. Students will demonstrate deductive and inductive cognitive skills

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Late Work:

Assignments must be turned in as scheduled to receive credit. Late work = 0 points.

Course Requirements and Grading:

- ✓ Final exam - 15%
- ✓ Reflection Paper – 15%
- ✓ Quizzes 35%
- ✓ Video Reflections – 35%

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59 and ↓

Total of 100%

Video Reflections: - 35%

Students will access the “Video Reflections” tab and review the assignment and view the video. You must type a minimum of 1 ½ to 2 pages of reflective that contemplate the four rubric competencies. You will type your reflections in Discussion Board. There will be thirteen (13) graded video reflections and they are each worth one-hundred (100) points. You are welcome to enter a personal experience(s) recalled while viewing the video. However, please consider any confidential or sensitive information before elaborating in a public setting.

Competency	Advanced (100)	Novice (75)	Student (50)	Unacceptable (0)
Competency 1 Your version of what theme or message the author is attempting to convey to his or her audience.	Student is able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify at least one aspect of the author’s intent, and the offers rationale that supports his or her reflection.	Student is able to identify at least one aspect of the author’s intent from his or her general perspective.	Student only restates the video or Text content.
Competency 2 Include any specifics the author(s) used to strengthen his or her point of view.	Student is able to identify two or more aspects that support the author’s intent and the student is able to correlate his or her perceptive outlook that supports or contends the author’s intent.	Student is able to identify at least one aspect that supports the author’s intent and the student is able to correlation his or her perceptive outlook that supports or contends the author’s intent.	Student is able to identify at least one aspect that supports the author’s intent.	Student is unable to identify at least one aspect that supports the author’s intent.
Competency 3. Describe your thoughts and emotion(s) you experienced while viewing the video.	Student I able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student I able to identify one aspect of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify at least one aspect of the author’s intent.	Student only restates the video content.
Competency 4. Explain your perceptions of how the information might impact future activities.	Student I able to identify two or more aspects of the author’s intent and the rationale that supports his or her reflection.	Student I able to identify one aspect of the author’s intent and the rationale that supports his or her reflection.	Student is able to identify at least one aspect of the author’s intent.	Student only restates the video content.

Quizzes: 35%

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the substance of the assigned reading. Each quiz has a 100-point potential. If you do well on your quizzes, it is likely you will do well on the final exam.

Reflection Paper: 15%

You are to write a reflection paper. Additional information will be given.

Viewpoints and interpretations must be supported. Examples, when applicable, are extremely relevant and influential to strength the held philosophy or perspective.

Responses must include reference to assessment, theoretical, philosophical therapeutic, mediation or coping components. Make sure writing is clear and rich in meaning. A student's thoughts must be expressed in an organized and logical manner with accurate spelling, grammar, or syntax writing. Responses must show evidence of synthesis of ideas presented and insights gained throughout the entire course. The student must categorize inferences clearly and efficiently of his or her held insights.

Criteria	Advanced (100 pts.)	Novice (75 pts.)	Student (50 pts.)	Unacceptable (0 pts.)
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a consistent reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components	The response includes all components and meets or exceeds all requirements indicated in the instructions. Examples are strategically provided to support a mediation plan.	The response includes sufficient assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed. Examples are provided.	The response includes minimal assessment, theoretical, philosophical therapeutic, mediation or coping components. Each question or part of the assignment is addressed.	The response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is clear, but vague. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

Final Exam: 15%

The final exam is a 50-question True/False and multiple-choice exam that is designed to assess comprehensive knowledge gained over the semester. The final exam primarily derives from the weekly quizzes, forum activities and collaborate content and has a 100-point potential. The exam will be posted on Blackboard on the designated date, and each student will have two hours to complete the exam.

PROPOSED COURSE OUTLINE

DATE TOPIC. ASSIGNMENT DUE AND READINGS

Week 1 **July 6** - Introduction: Ch. 1 Approaching Crisis Intervention DVD:
Tori Bourguignon on Crisis Counseling Quiz 1

Week 2 **July 13** Ch. 1 Culturally Effective Helping DVD: Multicultural Crisis
Quiz 2

Week 2 Ch. 3 The Intervention and Assessment Models DVD: Pregnant
Woman Quiz 3

Week 2 Ch. 4 The Tools of The Trade DVD: Interview Strategies Quiz 4

Week 3 **July 20** Ch. 5 Crisis Case Handling DVD: Difficult Clients Quiz: 5

Week 3 Ch. 6 Telephone and Online Crisis Counseling Individual - Crisis
Competency Project: Lethality Assessment Quiz: 6

Week 3 Ch. 7 Post Traumatic Stress Disorder DVD: Natural Disasters and War
Quiz: 7

Week 4 **July 27** Ch. 8 Crisis Lethality Quiz: 8

Week 4 Ch. 9 Sexual Assault Ch. 10 Partner Violence DVD: Sexual Assault
Quiz: 9

Week 4 Ch. 11 Chemical Dependency: the Crisis of Addiction Ch. 12 Personal
Loss Bereavement and Grief Group - Competency Assessment Activity

Week 5 **August 3** Ch. 13 Crisis in Schools Ch. 14 Violent Behavior in
Institutions

Week 5 Ch. 13 Crisis in Schools Ch. 14 Violent Behavior in Institutions DVD:
Crisis in Schools Quiz: 11

Week 5 Ch. 15 Crisis/Hostage Negotiation DVD: Negotiations Quiz: 12

Final Exam Monday, **August 8**