

SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
COURSE SYLLABUS

Title of Course: **Crisis Intervention and Consultation (3 cr)**

Course No. **CP 631**

Revised Spring 2012

Semester: Spring 2020

Instructor: Dr. Holly H. Wagner

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Office Hours: Mondays and Thursdays from 3:30-5pm

Class Room: Section 70: Scully 410

Section 71: Scully 322

Class Dates:

Section 70 will meet on **2/1 & 4/18 in Scully 410**

Section 71 will meet on **2/8 & 4/25 in Scully 322**

I. Catalog Description and Credit Hours of Course:

Knowledge and application of consultation theory and knowledge and application of crisis intervention in school and community settings. (3)

II. Prerequisite(s):

Graduate Standing and Permission of the Instructor.

III. Course Integrated in to the Program Requirements

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
Required	Required	Required	Required Prereq.	

IV. Course Learning Outcomes: (CACREP Standards in Italics)

1. The student will demonstrate strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

(Section II. G.1.b-c PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE; Section II.F.5.c; II.F.5.k COUNSELING AND HELPING RELATIONSHIPS; SC. V. G. 2.b Contextual Dimensions)

Assessed: Consultation Project Assignment & Presentation

2. The student will identify 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.

(Section II. G.1.b-c PROFESSIONAL COUNSLEING ORIENTATION AND ETHICAL PRACTICE; Section II.F.5.l; II.F.5.m COUNSELING AND HELPING RELATIONSHIPS, CMHC.V.C.2.f Contextual Dimensions; SC.V.G.2.e Contextual Dimensions)

Assessed: Psychological First Aid Training & Online Forums, Presentation/Critique of Professional Article

3. The student will demonstrate the impact of crises, emergencies, and disasters on human development.

(Section II. G.1.b-c PROFESSIONAL COUNSLEING ORIENTATION AND ETHICAL PRACTICE; Section II.F.5.l; II.F.5.m COUNSELING AND HELPING RELATIONSHIPS, CMHC.V.C.2.f Contextual Dimensions; SC.V.G.2.e Contextual Dimensions)

Assessed: Psychological First Aid Training & Online Forums, Presentation/Critique of Professional Article, Class Reflection Paper

V. Course as Relates to External Standards

CACREP Standards (2016)
<p>Section II. G.1. PROFESSIONAL COUNSLEING ORIENTATION AND ETHICAL PRACTICE - studies that provide an understanding of all of the following aspects of professional functioning:</p> <ul style="list-style-type: none"> b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams <p>Section II.F.5. COUNSELING AND HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in a multicultural society, including all of the following:</p> <ul style="list-style-type: none"> c. theories, models, and strategies for understanding and practicing consultation k. strategies to promote client understanding of and access to a variety of community-based resources l. suicide prevention models and strategies m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid <p>CMHC. V. C. 2. Contextual Dimensions:</p> <ul style="list-style-type: none"> f. impact of crisis and trauma on individuals with mental health diagnoses <p>SC. V. G. 2. Contextual Dimensions:</p> <ul style="list-style-type: none"> b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
DESE Standards (2012)

MO School Counseling Standard 2:

Program Implementation: The school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, personal/social and career development of all students.

VI. Purposes or Objectives of the Course:

- A. The student will demonstrate their knowledge regarding the various roles of the consultant and models of consultation designed to enhance student's academic, social, emotional, career and other developmental needs in a school setting.
- B. The student will identify their understanding of the dynamics, processes and stages of collaborative consultation with school, home and clinical mental health agencies.
- C. The student will demonstrate foundational communication and problem-solving skills and strategies to promote, develop and enhance effective teamwork within the school and larger community.
- D. The student will demonstrate their knowledge regarding the ethical standards which guide consultant behavior.
- E. The student will become acquainted with specialized curriculum, and instructional strategies and responsive services which aid in the development and maintenance of positive mental health and productive behavior in the school environment.
- F. The student will be able to identify systems theories and processes of consultation in school systems settings.
- G. The student will demonstrate their knowledge regarding peer programming interventions and how to coordinate them.
- H. The student will be able to apply appropriate interventions in school, clinical mental health, and career contexts for people and students during crises, disasters, and other trauma-causing events.
- I. The student will be able to demonstrate the skills needed to effectively work with educators, communities and schools during the time of crisis.

VII. Course Content or Outline:

Class Hours

- | | | |
|----|--|---|
| A. | Introduction to Consultation | 6 |
| | 1. Definition of consultation | |
| | 2. Basic concepts of consultation | |
| | 3. Principles of consultation | |
| | 4. Models of consultation | |
| B. | The Consultation Process in Schools | 6 |
| | 1. The scope of pupil personnel services | |
| | 2. Roles of a consultant | |

3.	Stages of consultation	
4.	Interpersonal processes	
5.	The dynamics of collaborative consultation settings.	
C.	Consultant Skills and Classroom Management	6
1.	Communication skills	
2.	Classroom climate and learning environment	
3.	Assessment techniques	
4.	Developing effective interventions	
5.	Evaluation techniques	
D.	Consulting with Various Populations	10
1.	Administration	
2.	Teachers	
3.	Parents	
4.	Community agencies	
5.	Medical community	
E.	Understanding Development of Programs Addressing Issues and Trends in School:	6
1.	ADHD & ODD	
2.	Anger & Conflict Management	
3.	Motivating students	
4.	Discipline & parenting	
5.	Grief and loss in a school setting	
6.	Bullying	
7.	Use of technology	
8.	Diversity	
9.	Sexual Harassment	
F.	Crises, Emergencies and Disasters	6
1.	School context	
2.	Career context	
3.	Clinical mental health context	
4.	Strategies for skill implementation with clients, students, and the community.	
G.	Legal and Ethical Considerations	5
1.	Legal and ethical aspects of consultation	
2.	Multicultural considerations	

VIII. Textbook(s):

Dass-Brailsford, P. (2007). *A practical approach to trauma: Empowering interventions*. Sage

Dougherty, M.A. (2014). *Psychological consultation and collaboration in school and community setting (6th 3e.)*. Belmont, CA: Brooks/Cole

Readings from current professional journals

IX . Expectations of Students:

- A. The student is expected to actively participate in class.
- B. The student will be expected to complete the required readings and assignments.
- C. Satisfactory performance on class presentations.
- D. The student will be expected to respond to a variety of skill assessment techniques.
- E. The student will be expected to know about and use a variety of technological strategies to enhance learning
- F. The student will be expected to know about legal issues and ethical standards in counseling.

X. Basis for Student Evaluation

- A. Completion of assignments on Moodle related to the training of crisis interventions and counseling skills, including Psychological First Aid (PFA) training
- B. Presentations & critiques of professional articles on Crisis and Trauma
- C. Presentation of a Consultation Project and Workshop & Self-Assessment of Consultation Skills

Final letter grade:

- 91% to 100% -- A
- 81% to 90% -- B
- 71% to 80% -- C
- 0% to 70% -- F

Assignments: (CACREP Standards in Italics)

Psychological First Aid (PFA) Training & Weekly Moodle Forums (40%):

Each student will complete an online training for Psychological First Aid within the first couple weeks of class. Students will be responsible for posting reflections and assignments on a weekly basis in Moodle.

Due: Dates Posted on Moodle

(Section II. G.1.b-c PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE; Section II.F.5.l; II.F.5.m COUNSELING AND HELPING RELATIONSHIPS, CMHC.V.C.2.f Contextual Dimensions; SC.V.G.2.e Contextual Dimensions)

Presentation/ Critique of Professional Article (5%): Students will present key points from a peer reviewed journal pertaining to Crisis and Trauma and describe how the article's content will impact their work as a counselor.

Due: 1st Face-to-Face Class Meeting

(Section II. G.1.b-c PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE; Section II.F.5.l; II.F.5.m COUNSELING AND HELPING RELATIONSHIPS, CMHC.V.C.2.f Contextual Dimensions; SC.V.G.2.e Contextual Dimensions)

Consultation Project Assignment & Presentation (50%): This project is an opportunity to plan a consultation program that is tailored to a school system or mental health agency. Start this program by explaining who your prospective consultee could be. Give the scenario in which this will be taking place--for example, many consultants contact their potential consultees and offer services; others are contracted by the consultee and asked to provide services. State the reasons this scenario is of interest to your group. Personalize your statements including your thoughts and feelings about yourself as a consultant and reflections on your readings about consultation (section VI.b, specifically). Students will also complete an **Analysis of Consultation Skills** upon completion on the Consultation Project Workshop Presentation.

Due: 2nd Face-to-Face Class Meeting

(Section II. G.1.b-c PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE; Section II.F.5.c; II.F.5.k COUNSELING AND HELPING RELATIONSHIPS; SC.V.G.2.b Contextual Dimensions)

Class Reflection Paper: (5%): Each student is required to write and submit a 2 – 4 page reflection paper on what they learned from this class. This paper can include descriptions of assignments that were particularly meaningful, key takeaways, and other points of interest. This assignment also satisfies a requirement of the Professional Counseling Portfolio. In addition to uploading the assignment to the Moodle website, you are required to submit the reflection to your Chalk & Wire account.

Rubric on Moodle

Due: May 11 at 11pm

(Section II. G.1.b-c PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE; Section II.F.5.l; II.F.5.m COUNSELING AND HELPING RELATIONSHIPS, CMHC.V.C.2.f Contextual Dimensions; SC.V.G.2.e Contextual Dimensions)

XI. Methods of instruction

A combination of:

Classroom lectures and discussions

Classroom experiential exercises

Web-assisted instructions, trainings, and forums

Additional Course Information:

All course information is included in the Keys to Success Booklet included on the class Moodle site, which includes grading rubrics, weekly assignment formats, and contact information. Policy on late work is based upon individual faculty discretion. Every effort will be made to respond to emails within 48 hours during the work week. Every effort will be made to grade course assignments in 2 weeks, based upon scope of assignment.

Academic Honesty – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.

Cheating includes copying from another person or source of information to meet the requirements of a task.

Contract cheating is paying someone else or a company to do your work.

Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.

Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct <http://www.semo.edu/responsibleredhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

Accessibility – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

Civility – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills,

evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at:

<http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and
http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

Mandatory Reporting – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

Student Success – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

XII. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See [Student Handbook](#).

XIII. Course Schedule

TENTATIVE SCHEDULE

Week/Date	Topic/Assignments	Readings
(1)	“Crisis Intervention” Complete Psychological First Aid (PFA) online training	Chapter 5 (Dass-Brailsford text) and supplemental related readings
(2)	“Overview of Trauma” and “Assessment of PTSD, ASD, and DESNOS”	Chapter 1 and Chapter 2 (Dass- Brailsford text)
(3)	“Models of Trauma Treatment” and “Empowering Interventions”	Chapter 3 and Chapter 4 (Dass- Brailsford text)
(4)	“Consultation and Collaboration” Begin having consultation project work meetings with your group.	Chapters 1 and 2 from Dougherty text will be available in Moodle.
(5)	“Consultation and Collaboration” Consultation project work meetings with your group.	Chapters 3 and 4 Dougherty textbook will be made available in Moodle
(6)	“Group Psychotherapy for Trauma Survivors” and “Community Trauma and Working in the Schools”	Chapters 6 & 7 (Dass-Brailsford text) and supplemental readings
(7)	“Traumatic Stress Debriefing with Adults”	Chapter 8 (Dass-Brailsford text) and supplemental readings
(8)	“Crisis Interventions related to Children and Adolescents” and “Treating Interpersonal Violence”	Chapters 9 & 10 (Dass-Brailsford text) and supplemental readings
(9)	“Treating Political Refugees”	Chapter 11 (Dass-Brailsford text) and supplemental readings
(10)	“Interventions related to Terrorism”	Chapter 12 (Dass-Brailsford text) and supplemental readings

(11)	“Natural Disasters”	Chapter 13 (Dass-Brailsford text) and supplemental readings
(12)	“Helping the Helper: Secondary Trauma”	Chapter 14 (Dass-Brailsford text) and supplemental readings
(13)	Consultation Projects AND Consultation Workshop Power Point Presentation due	
(14)	Analysis of Consultation Skills & Class Reflection Paper due	

1 st Saturday Meeting	<ul style="list-style-type: none"> • Students will present professional articles on Crisis & Trauma • Students will present their reflections on the PFA Training • Guest speaker on Suicide Prevention and Specific Interventions • The completion of the work related to weeks 1, 2 and 3 will comprise the core of class discussion during this face-to-face class meeting. 	In-class review of Chapters 1- 5
2 nd Saturday Meeting	<ul style="list-style-type: none"> • Group 1 will present their PowerPoint version of the project as consultants and groups 2 & 3 will participate as the audience of consultees. • Group 2 will present their PowerPoint version of the project as consultants and groups 1 & 3 will participate as the audience of consultees. • Group 3 will present their PowerPoint version of the project as consultants and groups 1 & 2 will participate as the audience of consultees. 	<p>Consultation and Collaboration Presentations</p> <p>Closure Discussion on Trauma & Crisis Intervention</p>

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Melissa Odegard- Koester, Chair, Department of Psychology & Counseling.