I. TITLE: Trauma and Crisis Counseling

II. COURSE DESCRIPTION AND PREREQUISITE(S):
An examination of diverse trauma and crisis situations used by counselors to assist individuals, groups, and organizations manage and resolve the crises.

III. COURSE OBJECTIVES: The purpose of this course is to prepare the students to deal with the inevitable crisis situations they will encounter as counselors. Students will reflect on how people deal with crises, explore their crisis experiences, and start to develop their skills in crisis intervention. The students will also examine some of the relevant research on crises, resolution, and resilience. However, the major focus throughout the course will be on learning the practical skills and requisite knowledge and attitudes of helping people in crisis. It is important for students to self-monitor because the course could be emotionally challenging.

This course strives to meet the objectives as outlined in the CACREP Standards, noted in parenthesis.

At the conclusion of this course, the student will be able to:

A. Triage and assess individuals in crisis and write an evaluation of such individuals. (CACREP Section II: G3c, G5c)
B. Conduct counseling sessions with individuals in crisis on the telephone, in person at the agency and in the field. (CACREP Section II: G1c, G5b, G5g)
C. Explain and apply ethics of confidentiality in crisis situations. (CACREP Section II: G1j)
D. Demonstrate knowledge of post traumatic stress syndrome and other clinical symptoms and diagnosis often associated with crises. (CACREP Section II: G3c)
E. Demonstrate knowledge of various crisis situations and appropriate interventions. (CACREP Section II: G1c, G2b, G3c, G5e, G5g)
F. Develop safety plans, policies and procedures for the client, self, and other professionals and bystanders. (CACREP Section II: G1b, G1c, G2d, G2e, G8e)
G. Develop plans and procedures for organizations and communities that may experience a crisis. (CACREP Section II: G1b, G1c, G2d, G2f, G3d, G5f, G8e)

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:

A. Introduction
B. History and theoretical foundations
C. Physiological and Neurological Response to Trauma
D. Multicultural aspects
E. QPR suicide prevention training
F. Maslow’s Hierarchy of Needs
G. Crisis Definitions
H. Theories and Models of Intervention
I. Assessment
J. Grief and loss as trauma
K. Self-injurious behavior/suicide
L. Current treatment modalities for trauma victims
M. The function and types of individual, group and community interventions
N. Victimization and violence
O. Legal and ethical aspects of crisis intervention
P. State laws and statutes
Q. Self-Care of the Responder

V. INSTRUCTIONAL ACTIVITIES:
A. Discussion
B. In-Class Exercises
C. Reading Assignments
D. Writing Assignments
E. Student Presentations

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VII. TEXT AND RESOURCES:

VIII. EVALUATION AND GRADING PROCEDURES:
Assignments should be submitted in a timely manner. There will be penalty for late submission to the tune of 1% or more per week. Students may appeal in writing before the due date, not after.

The following scale will be used:
A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  E = 0-59%

Attendance and participation in-class and Blackboard (25%) Students are encouraged to attend and actively participate in all sessions as well as on Blackboard. Attendance policy as described in the Graduate Handbook applies. Additionally, students who miss more than two sessions will be advised to drop the course.

Movie Crisis Paper (25%) Watch a movie from the “selected list” or with prior approval of the instructor. Write a 4-6 page paper (with APA title page) and identify: (1) who is in crisis (may be more than one, but primary one), (2) the nature of the crisis, (3) the course of the crisis, (4) apply crisis intervention model, (5) identify potential resources needed, (6) discuss the person’s attempt at coping with the crisis (whether effective or not), and (7) identify a list of potential issues that the person might need to address if referred for counseling – and why.
Some latitude will be given for interpretation. Minimum of 2 professional journal articles are required to support aspects of the paper. Articles must be included with the paper. (CACREP Section II: G2b, G3c, G5g, G8e)

**Reflection Papers (20%)**. Personal reflection papers are an opportunity for you to reflect on your thoughts and emotions about the readings and/or class (e.g., lecture, activities, speakers, etc.) and are an avenue for personal and professional growth. Effective crisis intervention requires that you must know yourself and what personal “issues” that might come up for you. They are not research papers and do not require a trip to the library or academic citations and references. Instead, they are about you and your emotional reactions as you look inside yourself and struggle to tolerate more anxiety and to accept life on life’s terms—to develop greater integrity. These are designed to identify and explore personal attitudes, values, and behaviors that can impede or enhance the counseling experience with your clients. They will be graded on both quality and quantity of self-reflection. Do not just cognitively discuss what we covered in class or what the author states (points will be subtracted if you do so). Papers should be 2-3 pages. (CACREP Section II: G2b, G2e, G2f, G5b)

**Crisis Intervention Demonstration Video and Handout - Group Assignment (30%)**
(CACREP Section II: G1b, G1c, G3d, G5f, G5g, G8e)
- Form groups of 5-6 people. Submit names of your “crisis team” at the end of first class.
- Create a 15-20 minute crisis intervention demonstration video with a crisis scenario (selected from list below or another topic with approval of instructor) and an intervention script (roles in video) which includes ALL individuals in your group.
- As part of script development, team members must find appropriate professional references (minimum of 1 per group member) plus the text and lecture notes to clearly identify specific issues, concerns, and appropriate interventions.
- Each group will present the video to the class as if the class were a consultation team and provide appropriate discussion of key factors identified in the film. Every member of the group must be actively involved in the presentation.
- Presentations must include power point.
- Handouts that educate the class must also be provided, including a reference page that identifies the person who was responsible for that particular reference.
- Total time for each presentation will be approximately 1 hour (including about 10 minutes for processing the activity), but final allocation will be determined by the number of groups.
- Written materials associated with your presentation and a copy of your power point slides must be submitted to the instructor by the 12th week of class.

**IX. ATTENDANCE POLICY:**
This course adheres to the policy published in the MSU Graduate Bulletin. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.
X. **ACADEMIC HONESTY POLICY:**
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**
- **Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
- **Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
- **Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
- **Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination
Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

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