



Department of Counseling and Student Affairs

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COURSE

CNS 592. Crisis Counseling. Theory and practice of crisis counseling. Application of intervention and prevention strategies in individual, family and systemic crisis, disaster and trauma causing events. Pre-requisites are admission to or completion of approved program in helping profession, or instructor permission.

PURPOSE OF THE COURSE

This course is designed to provide students with an understanding of, as well as opportunities to develop basic and advanced strategies in crisis counseling skills and procedures.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

CACREP

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM

F. 3. HUMAN GROWTH AND DEVELOPMENT

g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

5. COUNSELING AND HELPING RELATIONSHIPS

l. suicide prevention models and strategies

m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

7. ASSESSMENT AND TESTING

c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

d. procedures for identifying trauma and abuse and for reporting abuse

CLINICAL MENTAL HEALTH COUNSELING

2. CONTEXTUAL DIMENSIONS

f. impact of crisis and trauma on individuals with mental health diagnoses

MARRIAGE, COUPLE, AND FAMILY COUNSELING

2. CONTEXTUAL DIMENSIONS

g. impact of crisis and trauma on marriages, couples, and families

i. impact of interpersonal violence on marriages, couples, and families

KY EPSB

2.4. HUMAN GROWTH AND DEVELOPMENT

2.4.g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.

2.6. COUNSELING AND HELPING RELATIONSHIPS

2.6.l. Suicide prevention models and strategies

2.6.m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First-Aid, Youth Mental Health First Aid, Trauma-Informed Training, and more.

2.8. ASSESSMENT AND TESTING

2.8.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

2.8.d. Procedures for identifying trauma and abuse and for reporting abuse.

REQUIRED AND RECOMMENDED COURSE READINGS

Required Text

James, R.K. , & Gilliland, E.B. (2017). *Crisis intervention strategies (8th ed.)*. Boston, MA
ISBN- 978-1-305-27147-0

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. This course will use a combination of lecture, class discussion, experimental activities, and class presentations to achieve course learning objectives.

COURSE REQUIREMENTS

Quizzes- Two quizzes will be posted on blackboard worth 10 points each.

Classroom Participation – The major forum for learning in this class is through classroom discussion, experiential activities, and demonstrations. Therefore, all students are expected to actively participate during class time.

Informed Participation - Learners will be prepared to actively participate in class discussions and activities, including group work. Participation assumes that the learner has read the material before class, has done related individual/group assignments, and has thoughtfully prepared to be involved in her/his own and other's learning. The student must understand that having little or no involvement in class discussions or problematic involvement in group projects will contribute to neglecting this portion of the final grade. ***The instructor reserves the right to reduce a learner's grade for consistent lack of informed participation.***

Crisis Research Paper (CACREP Standard CORE)

Students will identify a crisis intervention topic of particular interest to them, or of particular relevance to the work setting and the clientele they intend serve as a professional counselor. The paper should begin with a broad review of the current literature then streamline to review the specific population of interest. For example, instead of grief and loss; or sexual violence, students will specify bereavement grief in elementary school age children; sexual violence prevention/intervention for adolescent girls.

Students will cite and *synthesize* information from the related literature. Include an in-depth description of initial crisis reactions, and issues/problems associated with the crisis. Identify and describe programs recommended approaches, interventions, and techniques as well as associated outcome studies and application to the profession.

Papers should be between 8-10 pages not including the reference page, typed and double-spaced using APA style. Students *must* include *at least* 5 professional peer-reviewed journal articles; it may also include chapters from books on the topic, as well as relevant online resources.

Presentation (CACREP Standard CORE 3.g., 5.m., CMHC 2.f., MCFC 2.i.)

Students will be assigned a day to present the findings from the crisis research paper to the class.

STUDENT EVALUATION CRITERIA AND PROCEDURES

Grading Scale

A =	90 – 100 points
B =	80 – 89 points
C =	70 – 79 points
D =	60 -69 points
F =	59 points and below

Points

Quizzes	20 points
Classroom Participation	30 points
Crisis Research Paper	35 points
<u>Presentation</u>	<u>15 points</u>
Total	100 points

Occasionally the professor may offer available Professional Development opportunities to substitute course work. These opportunities are chosen because they are deemed to meet the given objective/s of the course.

CACREP ASSESSMENTS

Assignments that include assessments of CACREP standards must be uploaded to the CEBS Electronic Portfolio System (EPS) by the due date. Assignments not uploaded in the CEBS system prior to finals week (unless due that week) may result in an Incomplete in the course.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

ACADEMIC AND PROFESSIONAL INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Self-plagiarism: This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their “previously published work as new scholarship (p. 16).” It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper to meet a course requirement in another course. Doing so will

result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

A tutorial is posted online in the Student Handbook. In the Statement of Understanding Form you sign regarding responsibility for policies and procedures presented in the handbook, the following statement and signature line is included:

“I also attest that I have successfully completed the plagiarism tutorial as required by the department and will be held responsible for upholding department and university standards for ethical behavior and academic integrity.”

Signed _____

Students enrolled in the Department of Counseling and Student Affairs are expected to conduct themselves professionally. For example, students will be asked throughout the program to engage in self-reflection activities in which they will share personal information with other classmates. Such information is not to be shared outside of the class and must remain strictly confidential. A breach of confidentiality is considered a serious ethical and professional violation. Other expectations related to professional behavior include respecting divergent points of view, contributing to a positive classroom environment, receiving and giving feedback from others respectfully. See additional details regarding expectations for professional behavior in the CNS Student Handbook.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course. Cell phones must be turned off at the start

of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities. Points for participation and attendance will be deducted upon inappropriate use of technology during class.

Some students are more comfortable using their computer to take down notes during class time. You are welcomed to use this method during class, but you may not surf the web, email, shop, or work on other assignments during class time. You may be asked to leave your computer in your book bag or at home if you are found to be doing this during class time. If you are awaiting an emergency phone call, please place your phone on silence and you may check it during the break. Please do not hesitate to speak with me about any circumstances or issues.

LATE OR MISSING ASSIGNMENTS

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 3 points per each day late (including weekends); assignments past due one week are not accepted. Late submissions for quizzes are not accepted under any circumstance.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

*****The syllabus and grading requirements may be changed if unforeseen extenuating circumstances occur. If such an event occurs, class members will be properly informed.**

Tentative Course Schedule

Date	Activities/Readings	Assignments Due
May 14	Review Syllabus & Class Schedule Chapter 4 – Tools of the Trade <i>CACREP Standards: CORE 5.m.; 5.l.; CMHC 2.f.; MCFC 2.g.</i>	
	Chapter 6- Telephone and Online Crisis Counseling <i>CACREP Standards: CORE 3.g.; 5.m.; 7.c.; F.7.d.</i>	

May 21	Chapter 8-Crisis of Lethality Chapter 12- Personal Loss: Bereavement and Grief <i>CACREP Standards: CORE 5.l.; 5.m.; 7.c.; CMHC 2.f.; MCFC 2.g.</i>	Chapters 2, 3 & 5 (Readings) <i>CACREP Standards: CORE 3.g.; 5.l.; 5.m.; 7.c.; CMHC 2.f.; MCFC 2.g.</i>
May 28	Happy Memorial Day!! No class!!	
June 4	Chapter 9-Sexual Assault Chapter 10-Partner Violence <i>CACREP Standards: CORE 3.g.; 5.l.;5.m.; 7.d. MCFC 2.g.;2.i</i>	
June 7 (Thursday)	Quiz Due	Quiz 1 due by 5:00pm
June 10 (Sunday)	ALL presentations due	Presentations due by 5:00pm
June 11	Chapter7-PosttraumaticStress Disorder Chapter 11- Family Crisis Intervention *Presentations <i>CACREP Standards: CORE 3.g.; CMHC 2.f.; MCFC 2.g.;2.i.</i>	Presentations done in Class
June 17 (Sunday)	Research Papers Due	Research Papers Due by 5:00pm
June 18	Chapter 13-Crisis in Schools Chapter 16-Human Services Workers in Crisis: Burnout, Vicarious Traumatization's, and Compassion Fatigue *Presentations <i>CACREP Standards: CORE 3.g.; 5.m.; CMHC 2.f.; MCFC 2.i.; SC 2.e.</i>	Presentations Done in Class
June 21 (Thursday)	Quiz Due	Quiz 2 due by 5:00pm

<http://edtech2.wku.edu/portfolio>

NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

College of Education and Behavioral Sciences

E-PASS Portfolio System

Students



Student Login

Portfolio Information



Definition of a Key Assessment

Faculty



Faculty Login

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). Also, please note that this is a requirement for Council for Accreditation for Educator Preparation (CAEP) accreditation.

If you have not registered for the CEBS Electronic Portfolio, **Create a New Student Account**. If you need directions, please follow the instructions at:

http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

*****Your paper should be saved as a Microsoft Word document.**

- Go to <http://www.wku.edu>
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS592 click on "View Critical Performances"
- You will see "Reaction Paper 1" and "Reaction Paper 2"
- Click on "Upload/View Files." Upload
 - Your graded assignment (i.e., paper with qualitative feedback)
 - If there is not written feedback on the actual assignment (i.e., power point), include the power point *and* the professor's

feedback. The latter may be in a word document or screen shot of feedback in BBD rubric.

- Follow the directions to upload your document (this is similar to adding an email attachment) – For “Reaction Paper 1” upload your presentation; for “Reaction Paper 2” upload your paper

CNS 592 – Crisis Research Presentation Semester: Summer 2019 Grade: ____/15 Name: _____ Faculty Name: Dr. Andrea Jenkins			
Requirement	Student inconsistently, or rarely meets assignment requirements and expectations 1 point	Student somewhat meets assignment requirements and expectations 2 points	Student meets or exceeds assignment requirements and expectations 3 points
Review of Current Literature	Student inconsistently, or rarely meets Literature Review requirements and expectations	Student somewhat meets Literature Review requirements and expectations	Student meets or exceeds Literature Review requirements and expectations
Application: Program/Resources	Student inconsistently, or rarely meets application of program/resources requirements and expectations	Student somewhat meets application of program/ resource requirements and expectations	Student meets or exceeds application of program/resource requirements and expectations
Application: Intervention/Techniques	Student inconsistently, or rarely meets application of intervention/technique requirements and expectations	Student somewhat meets application of intervention/techniques requirements and expectations	Student meets or exceeds application of intervention/technique requirements and expectations

Outcome Studies / Application to profession	Student inconsistently, or rarely meets application to the profession and outcome study requirements and expectations	Student somewhat meets application to the profession and outcome study requirements and expectations	Student meets or exceeds application to the profession and outcome study requirements and expectations
APA formatting (references, in-text citations, etc.)	Student inconsistently, or rarely meets APA formatting requirements	Student somewhat meets APA formatting requirements	Student meets or exceeds APA formatting requirements
Time Requirements are met (5-10 minute presentation)	Yes-0 Points	No-1 point deducted	

CNS 592 – Crisis Research Paper Semester: _____ Grade: _____/35 Name: _____ Faculty Name: Dr. Andrea Jenkins				
Criteria	Levels of Achievement			
	Student Exceeds Assignment Requirements and Expectations	Student Meets Assignment Requirements and Expectations	Student Somewhat Meets Assignment Requirements and Expectations	Student Inconsistently, or Rarely Meets Assignment Requirements and Expectations
Paper/APA Format. Use of headings and sub-headings that reflect the given list of required content; Relevant APA formatting guidelines.	4 Points (a) Headings and sub-headings were used to reflect the given list of content; (b) No mistakes in APA formatting.	3 Points (a) Headings and sub-headings were used adequately; (b) Few errors made in APA formatting.	2 Points (a) Some of the required headings and sub-headings were not used; (b) Multiple mistakes in APA formatting.	1 Points (a) Many of the required headings and sub-headings were not used; (b) APA formatting almost non-existent.
Paper Format. Spelling and Grammar. Length requirement is met (8-10 pages not including references or title page).	4 Points No mistakes. Length requirement met.	3 Points Few errors made in spelling. Length requirement met.	2 Points Multiple mistakes in spelling. Length requirement somewhat met.	1 Points Various spelling errors made throughout the document. Length requirement not met.
APA: References and in-text citations are in correct APA format.	4 Points All references cited on the presentation are listed; are in single-spaced and in correct APA formatting and spelling; represent the requirements of references for this project.	3 Points References adequately met the requirements.	2 Points References somewhat, yet inconsistently met the requirements.	1 Points References rarely meet the requirements.
Literature Review:	4 Points	3 Points	2 Points	1 Points

Review of current literature. Paper should begin with an overarching theme then streamline to a more specific population.	Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. Section presents a clear, streamlined progression.	Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions. Section presents a progression.	Information is somewhat inadequate and/or is not exactly accurate; section demonstrates somewhat inadequate conceptualization of course materials with limited and/or inappropriate inclusion of references to support contentions. A progression is somewhat unclear.	Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. The literature does not have a clear progression of broad to more specific.
Literature Review: In-depth description of initial crisis reactions. (Emotional, physical, etc.)	4 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. All possible aspects of the initial reaction are covered.	3 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions; Most possible aspects of the initial reaction are covered.	2 Points Information is somewhat inadequate and/or is not exactly accurate; section demonstrates somewhat inadequate conceptualization of course materials with limited and/or inappropriate inclusion of references to support contentions. Some possible aspects of the initial reaction are covered.	1 Points Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. Various components of reactions are missing.
Literature Review: Common issues/problems	4 Points Correct	3 Points Correct	2 Points Information is	1 Points Information is

associated with the crisis. Inclusion of short-term as well as long-term problems.	information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. Long term & short term implications are examined	information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions; Most possible aspects of long/short term reaction are covered	somewhat inadequate and/or is not exactly accurate; section demonstrates somewhat inadequate conceptualization of course materials with limited and/or inappropriate inclusion of references to support contentions. Some possible aspects of long term/short term are covered	inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. Long term & short-term implications are not discussed.
Application: Identification of various programs & resources that work specifically with this population.	4 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. Resources are consistent with the population identified.	3 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions; Most resources specific to the population are covered.	2 Points Information is somewhat inadequate and/or is not exactly accurate; section demonstrates somewhat inadequate conceptualization of course materials with limited and/or inappropriate inclusion of references to support contentions. Some resources specific to the population are covered.	1 Points Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. Resources are lacking and/or not consistent with the population identified.
Application: Description of various approaches,	4 Points Correct information is	3 Points Correct information is	2 Points Information is inadequate and/or	1 Points Information is inadequate and/or

interventions and techniques that are found to be beneficial with this clientele. Some should specifically relate to counseling.	synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. Interventions and techniques listed are exhausted and applicable to the counseling profession.	synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions. Adequate amount of approaches, interventions and techniques are listed and made applicable to the counseling profession.	inaccurate; references are hardly appropriately used; content hardly goes above the expected. Interventions & techniques are not covered or are not applicable to the counseling profession. Approaches, interventions and techniques are not adequately covered nor applicable to the counseling profession.	inaccurate; references are hardly appropriately used; content hardly goes above the expected. Interventions & techniques are not covered or are not applicable to the counseling profession. Approaches, interventions and techniques are not adequately covered nor applicable to the counseling profession.
Application: Conclusion should include the necessary components.	4 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. The assignment is clearly applicable to the counseling profession.	3 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions. The assignment is applicable to the counseling profession.	2 Points Information is somewhat inadequate and/or is not exactly accurate; section demonstrates somewhat inadequate conceptualization of course materials with limited and/or inappropriate inclusion of references to support contentions. The assignment is somewhat applicable to the counseling profession.	1 Points Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. The assignment is not clearly applicable to the counseling profession.

