CLC 7721—CRISIS COUNSELING
ASHLAND THEOLOGICAL SEMINARY
Clinical Mental Health Counseling Program—Columbus
Fall Semester 2015, Tuesday 6:15-9:00 PM

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COURSE DESCRIPTION

This course is designed to acquaint the student with the special models, theories, and techniques of crisis intervention. Crisis management resources are identified and special crisis situations are explored.

STUDENT LEARNING OBJECTIVES

1. Students will establish primary prevention and crisis intervention strategies.
2. Students will apply therapeutic counseling in crisis situations.
3. Students will apply crisis counseling principles to individuals, groups, and institutions.
4. Students will develop and articulate a perspective on life’s crises and interventions.

KNOWLEDGE BASE

Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course meets the Ohio Administrative Code (OAC) requirement for Counseling Techniques—4757-13-01(A)(4)(b)

CACREP CMHC Standards Met in this Course Include:
A.9 – Understands the impact of crises, disasters, and other trauma-causing events on people.
A.10 – Understands the operation of an emergency management system within clinical mental health agencies and in the community.
C.6 – Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
D.6 – Demonstrates the ability to use procedures for assessing and managing suicide risk.
K.5 – Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing events.
L.3 – Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.
TEACHING STRATEGIES FOR STUDENT LEARNING
This course will utilize a variety of learning approaches including, but not limited to, didactic presentations, small group discussions, multimedia presentations, self-reflection assignments, and assignments designed to help foster critical thinking skills.

REQUIRED TEXTS


ISBN: 9780890425558

REQUIRED READINGS


REQUIRED SKILL ACTIVITY (see below)
National Child Traumatic Stress Network. Psychological First Aid (PFA) www.nctsn.org

REQUIREMENTS/GRADING

Attendance and Participation—Attendance and participation in class sessions and discussions is expected. Classroom dialogue, group activities, and student-initiated questions are vital parts of the learning process. It is expected that students will have read the assignments for the week prior to coming to class. Missed classes interfere with learning requisite skills, performing adequately on class requirements, and may impact the student’s grade. It is the student's responsibility to inform the professor of any special needs or circumstances which might interfere with successful class performance. Missing more than one class may result in lowered grade, additional work, or class failure at the discretion of the professor. Late assignments may not be accepted, but if accepted will result in lost points at the discretion of the professor.

Self Care Plan—Worth 10% (Pass/Fail)
Self-care is essential for the counseling student’s physical, emotional, and spiritual well being; yet it is easily neglected. After discussion of the impact of compassion fatigue, students will design and submit a personalized plan for self-care throughout this semester, and there will be 2 opportunities for them to be accountable for their progress and attention to self-care. This assignment will be graded on completion and submission of the self-care plan and indication of putting it into practice throughout the term—it will not be given a letter grade but will be a Pass/Fail element worth 10% once completed. Specific directions will be provided by the professor in class.

Discussion/Reflection Questions (CACREP CMHC A.9, A.10, C.6, K.5, L.3) — Worth 30%
Students will read the assignment/s for class and reflect upon the reading and the content of the class discussion. They will submit a reflection the next week after the class, following the required template (to be provided by the professor) that integrates their emotional reactions to the reading, the discussions, and their experiences in class. Further directions will be provided in class. Assignment will be graded on the basis of 10 reflections that are to be submitted beginning at the class on week 3 (related to content from class 2). No late reflections will be accepted. Missing a class for any reason will prohibit using that class for the reflection assignment, since an important element of the assignment is the student’s reaction to the class discussions.

Exam (CACREP CMHC A.9, A.10, C.6, D.6, L.3) — Worth 30%
There will be an exam from the readings, speakers, and class discussions up to and including week 8. Additional information and instructions will be provided in class.
**Research Paper (CACREP CMHC A.9, C.6, L.3) — Worth 30%**

Students will select a topic within the parameters of trauma, disaster, or crisis counseling. Guidelines for the research paper will be provided by the professor. It is expected that students will use current (2008 or after) scholarly peer reviewed journal articles for their research on the topic. The research paper is due the beginning of class week 13.

**Introduction to Disaster Mental Health Simulation Using Psychological First Aid—Pass/Fail**

Students will complete the free online Psychological First Aid training at [http://learn.nctsn.org/course/category.php?id=11](http://learn.nctsn.org/course/category.php?id=11) This free training is 6 hours (but students are able to pause, save, and return). Psychological First Aid is an evidence-informed modular approach to help children, adolescents, adults, and families immediately after any disaster, to reduce initial distress, and to foster adaptive functioning. Students will complete the PFA course and will take the online exam. After successfully passing the online exam, the students will download and print a certificate of completion. A copy of the certificate is to be provided to the professor by week 14. An in class simulation will include disaster scenarios and opportunities for students to participate in role-plays with utilization of PFA skills. This assignment is Pass/Fail; although students will not receive a letter grade for the assignment, they must demonstrate initial competence in PFA via the successful completion of the PFA exam (as evidenced by the certificate submitted to the professor) and the role-play participation.

**NB:** Not completing either the exam or the role-play simulation will result in a failing grade for the element and not passing the course.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TEXT ASSIGNMENT</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>8/25/15</td>
<td>J: Ch. 1-2</td>
<td>Introduction to Trauma &amp; Crisis Counseling</td>
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<tr>
<td></td>
<td>D’Andrea, et al., 2012</td>
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<tr>
<td>9/1/15</td>
<td>J: Ch. 3-4</td>
<td>Intervention &amp; Assessment</td>
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<tr>
<td>9/8/15</td>
<td>J: Ch. 16</td>
<td>Compassion Fatigue &amp; Self Care</td>
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<tr>
<td></td>
<td>Sadler-Gerhardt &amp; Stevenson 2012</td>
<td>Reflection Journal may be submitted now &amp; on following weeks</td>
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<tr>
<td>9/15/15</td>
<td>J: Ch. 7</td>
<td>PTSD in Adults/Children</td>
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<tr>
<td></td>
<td>DSM-5 Trauma &amp; Stressor-Related Disorders p. 265-290 Day 2009</td>
<td>Self Care Plan Due</td>
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9/22/15  J. Ch. 8  Suicide
Granello 2010
Day-Vines 2007

9/29/15  Suicide
1st Self Care Plan Check In Due

10/6/15  TBA  TBA

10/13/15  J. Ch. 11  Crisis of Addiction
Midterm Exam Available

10/20/15  J: Ch. 10  Intimate Partner Violence
Midterm Exam Due

10/27/15  J: Ch. 9  Sexual Assault

11/3/15  J: Ch. 12  Crisis of Loss
2nd Self Care Plan Check In Due

11/10/15  J: Ch. 17  Disaster Response

11/17/15  TBA  Disaster Simulation
Research Paper Due

11/24/15  Thanksgiving Break  No Class!

12/1/15  Review PFA materials  PFA Certificate of Completion Due

12/14/15  Disaster Simulation

SEMINARY GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Semester GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>1.0</td>
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The following description of grades is taken from the ATS catalogue (p. 65) and will be adhered to for this course:

**A:** Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
  (includes grades of A and A-)

**B:** Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
  (includes grades of B+, B, and B-)

**C:** Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
  (includes grades of C+, C, and C-)

**D:** Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
  (includes grades of D+, D, and D-)

**F:** Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

**RELATIONSHIP TO THE CURRICULUM MODEL**
All coursework at Ashland Theological Seminary is intrinsically connected to the 4Cs of the curriculum model: **core identity, character, calling, and competency.** This course affirms the value of human life and the purpose of such life as rooted in a relationship with God (**core identity; character**) and others (**calling**). The course also prepares students to identify and address key concepts in crisis intervention in counseling practice through preventative, educational, and remedial means (**competence**).

**ACADEMIC INTEGRITY POLICY**
Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

**WRITING ASSISTANCE**
If you need assistance with writing projects for your coursework, contact the ATS Writing
Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic writing. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Writing Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

**STUDENTS WITH DISABILITIES**
Ashland University makes every effort to comply with the Americans with Disabilities Act. A student who has a specific physical, psychiatric or learning disability and requires accommodations is encouraged to inform their instructor of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, (419) 289-5904.

**RECOMMENDED RESOURCES (NOT required but intended to be of current and future help)**


