



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

**COUN 563 CRISIS INTERVENTION FOR COUNSELORS
SUMMER 2017**

Course Section: CRN 84424, Section 001, 3 credit hours
Course Meetings: Wednesdays 9:15am – 12:45pm
Course Location: Bailey Education Complex 425

Faculty Instructor: Casey A. Barrio Minton, PhD, NCC
Email: cbarrio@utk.edu
Phone: 865-974-8382
Office: Claxton Complex 444
Office Hours: by appointment

Doctoral Co-Instructor: Jennifer Moralejo, MS, LPC-MHSP
jmoralej@vols.utk.edu
305-814-3609

CMHC & SC PROGRAM MISSION & OBJECTIVES

The mission of the Clinical Mental Health Counseling Program is to make the world a better place for persons in need through educating excellent counselor-scholars. Our graduates excel in providing healing therapeutic relationships, optimally efficient and effective counseling services, and leading our field to better help persons in need through their work in clinical mental health counseling settings and beyond.

The mission of the University of Tennessee Master of Science School Counseling program is to equip graduate students with the competencies to excel as prek-12 professional school counselors. The faculty in this flagship, land-grant institution expects our graduates to serve as leaders in the profession through advocacy, collaboration, and consultation while attending to the changing, diverse educational community.

1. Graduates will have foundation knowledge necessary for success as professional counselors
2. Graduates will be able to develop therapeutic relationships that are deeply healing, culturally sensitive, developmentally appropriate, and ethical.
3. Graduates will demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness.
4. Graduates will be culturally sensitive and ethical advocates for self, clients, and profession through counseling interventions, programming, and professional and community engagement.

5. **CMHC Graduates** will be well-skilled in the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues; roles of mental health counselors; and settings and service delivery models.
SC Graduates will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.

COURSE DESCRIPTION

Advanced course designed to introduce the development of crisis intervention methodologies, differences among psychotherapeutic approaches, a problem-solving approach to working with a client in crisis, and application of crisis counseling theory with various types of crises.

PURPOSE AND FOCUS

Counselors in all settings are on the front lines for identifying and responding to crises. This course will help you develop an understanding of crisis and trauma, including development of foundation skills for responding to a broad range of client crises (e.g., suicide, self-injurious behavior, violence/aggression, abuse and neglect, chemical dependency, interpersonal victimization, loss). You will develop specialized skills related to suicide assessment and intervention, psychological first aid, and trauma-informed care. Through ongoing study, discussion, and practical applications, you will be able to apply your knowledge and skills to your anticipated work settings

This is an advanced graduate course. To be successful in this course, you must be able to enact essential counseling skills (e.g., those learned in COUN 480) necessary for successful implementation of crisis-specific skills. If you have not had a graduate-level course in counseling skills, please visit with the instructor to discuss whether this course is appropriate for you at this time.

CONTENT ADDRESSED

COURSE CONTENT ADDRESSED	2016 STANDARD ¹
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.F.3.g
Crisis theory and crisis intervention models	
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	2.F.5.m
Suicide prevention models and strategies	2.F.5.l
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c
Procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d
Emergency and crisis preparedness strategies	
Referral resources and policies, including strategies for interdisciplinary communication	
Ethical, legal, and professional issues related to crisis	

¹Although this course is not currently required for the MS-Counseling degrees, it has been designed with attention to these standards

STUDENT LEARNING OUTCOMES

SLO	EVALUATION
Conceptualize crisis, trauma, and crisis intervention, including systems of care and the roles of professional counselors in these systems	ASIST, PFA, AND TIC DEMONSTRATIONS
Demonstrate a broad range of crisis intervention skills including, but not limited to, suicide assessment and intervention and psychological first aid	ASIST AND PFA DEMONSTRATIONS
Demonstrate skills for trauma-informed assessment and trauma-informed care	TIC DEMONSTRATION
Apply crisis intervention skills in a culturally sensitive and developmentally-appropriate manner	ASIST, PFA, AND TIC DEMONSTRATIONS; CLINICAL APPLICATION PROJECT
Utilize understanding of crisis, crisis intervention, and trauma-informed care to develop skillsets and resources appropriate for use in anticipated work settings	CLINICAL APPLICATION PROJECT

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ **C**ommitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ **O**penness to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ **R**espect to self and others, including honoring diversity, self-care, and wellness
- ◆ **I**ntegrity, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ **S**elf-awareness, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

This course is highly applied. Instructional methods include readings, mini-lectures, guest speakers, video examples, large and small group discussion, practice sessions, and peer review.

TEXTS & MATERIALS

REQUIRED TEXT

Kanel, K. (2015). *A guide to crisis intervention* (5th ed.). Stamford, CT: Cengage.

REQUIRED ARTICLES & RESOURCES

Bagley, B., & Diambra, J. (2016, August). Counseling survivors of sexual assault. Available from <https://ct.counseling.org/2016/08/counseling-survivors-sexual-assault/>

Substance Abuse and Mental Health Services Administration. (2015). *Trauma-informed care in behavioral health services: Quick guide for clinicians*. HHS Publication No. (SMA)15-4912. Available from <http://store.samhsa.gov/shin/content/SMA15-4912/SMA15-4912.pdf>

Livingworks Applied Suicide Intervention Skills Training Participant Kit, www.livingworks.org
 NCTSN Psychological First Aid Online, <https://learn.nctsn.org>
 National Suicide Prevention Lifeline, Best Practices, <https://suicidepreventionlifeline.org/best-practices/>
 Readiness and Emergency Management for Schools, <http://rems.ed.gov/>

RECOMMENDED TEXT

Briere, J. N., & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment* (2nd ed.). Thousand Oaks, CA: SAGE.

Please see Canvas for an extensive list of web and print resources associated with this course.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignment	Points	Due
ASIST Demonstration & Peer Review	20	6/28
PFA Demonstration & Peer Review	20	7/19
Trauma Demonstration & Peer Review	20	8/9
Clinical Application Project – Annotated Bibliography	15	7/12
Clinical Application Project – Final Product	25	8/9

Grading Scale		
A	Superior	93-100
A-	Intermediate	90-92.9
B+	Very Good	87-89.9
B	Good	83-86.9
B-	Intermediate	80-82.9
C+	Less than Satisfactory	77-79.9
C	Well below Standard	70-76.9
D	Clearly Unsatisfactory	60-69.9
F	Extremely Unsatisfactory	0-59.9

ASSIGNMENT SNAPSHOTS

(SEE CANVAS FOR COMPLETE DESCRIPTIONS, MATERIALS, AND RUBRICS)

ASIST Demonstration & Peer Review

This course requires that you participate in a 2-day, 14-hour Applied Suicide Intervention Skills Training. This training serves as attendance for two class periods and is critical for your success on this assignment. Please bring a \$45 check or money order written to University of Tennessee to the first day of class. Following the ASIST, you will videorecord a demonstration using the model learned, write a self-assessment of your work, and provide peer-review of another’s video.

Psychological First Aid Demonstration & Peer Review

This course requires that you complete a free 6-hour Online Psychological First Aid Training. This training serves as attendance for one class period and is critical for your success on this assignment. Following the training, you will videorecord a demonstration using the model learned, write a self-assessment of your work, and provide peer-review of another’s video.

Trauma Demonstration & Peer Review

You will videorecord a demonstration using what you’ve learned about trauma assessment and trauma-informed care, and you will write a self-assessment of your work. As with other assignments, you will provide a peer-review of another’s video.

Clinical Application Project (CAP)

You may design the culminating project in this course. This may include developing a crisis- or trauma-related resource, guide, training, or curriculum for use in your intended work setting; engaging in continuing education to learn a more specific clinical application; or completing service-learning or shadow work in a crisis setting. The project requires instructor approval, an annotated bibliography to guide the CAP, and a final product. We will share projects and experiences during the last class period.



Dear Student,

*The purpose of this **Campus Syllabus** is to provide you with important information that is common across courses at UT. Please*

observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience. I want to wish you the best for a successful and productive semester.

Interim Provost John Zomchick

UNIVERSITY CIVILITY STATEMENT

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus”
<http://civility.utk.edu/>.

EMERGENCY ALERT SYSTEM:

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

DISABILITIES THAT CONSTRAIN LEARNING:

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.” Information on accessibility at UTK is also at <http://accessibility.utk.edu>

WELLNESS:

The Student Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. <http://counselingcenter.utk.edu/> and The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu/>).

INSTRUCTOR POLICIES

PROFESSIONALISM

Enrollment in this course is limited to graduate students who are preparing for professional careers; thus, attendance is required and participation is expected as one component of professional responsibility. I expect you will **demonstrate CORIS in all interactions**; I will request a meeting if I am concerned regarding your demonstration of CORIS in our work together. Please consider the following examples of professionalism in our course:

<i>Meets professional expectations</i>	<i>Below professional expectations</i>	<i>Significantly below expectations</i>
<ul style="list-style-type: none"> ▪ 0 – 1 absences ▪ Rarely tardy/late from break ▪ Contributes more days than not ▪ Contributions reflect routine, careful preparation ▪ Attentive and respectful toward others when not contributing directly ▪ Actively engages in small group activities ▪ No concerns regarding CORIS <p style="text-align: center;"><i>Indicators show potential for continued success in graduate school and beyond.</i></p>	<ul style="list-style-type: none"> ▪ 1-2 absences* ▪ Frequent, minor tardiness ▪ Sometimes contributes to class ▪ Contributions reflect occasional preparation ▪ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texting, surfing, sidebars) ▪ Routinely engages in small group activities ▪ Occasional or minor CORIS concerns <p style="text-align: center;"><i>Final grade adjustment of 5-10 points, conference with instructor, and/or PIM.</i></p>	<ul style="list-style-type: none"> ▪ 2-3 absences ▪ Persistent, minor tardiness ▪ Recurrent, major tardiness ▪ Contributions rare or not productive ▪ Contributions reflect lack of preparation ▪ Behaviors detract from safe, scholarly learning environment ▪ Limited engagement in small group activities ▪ Serious concerns regarding CORIS <p style="text-align: center;"><i>Final grade adjustment of 10-20 points, conference with instructor, and/or PIM. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course, or other remediation.</i></p>

ABSENCES

Our learning community will be an important part of your experience in this course. I expect you will attend class each week, and I have built in a “flex” day in case of illness, family obligation, or emergency. If you miss more than one class period, for whatever reason, I will consider your attendance to be below professional expectations. **You may request “forgiveness” of a second absence** by viewing at least three hours of instructional videos or continuing education regarding the topic missed and writing a critical review of the experiences. **Students who miss the equivalent of three or more class periods will not be able to pass the course.** ASIST and PFA count for a total of three class meetings.

DUE DATES & INCOMPLETES

As adult, professional learners, you are responsible for pacing yourself and submitting assignments on or before class on due dates. If you are concerned about your ability to complete quality work as described in the schedule, please **make an appointment** as soon as possible so we discuss how to support your learning in our course. In most cases, I will adjust **late assignments** as follows: 25% reduction up to one week late, 50% reduction one to two weeks late. Given the compressed nature of this course, I will not accept assignments more than two weeks past deadline. Per UT Policy, **a grade of incomplete** will only be issued during the last portion of the semester if you are passing at the time and unable to complete requirements due to the most extenuating and unforeseeable of circumstances.

FORMAT GUIDELINES

Unless otherwise indicated, assignments should be written in accordance with APA style (6th ed.). Even when you complete a template or casenote that is not in traditional paper format, cite and reference all sources used for all assignments in APA format.

CANVAS

We will be using Canvas as a course management tool this semester. You may access the course using your NetID and password via <http://utk.instructure.com>. Once within Canvas, you will be able to view announcements, download copies of class materials, submit assignments, and post resources for your peers. All assignments will be submitted via Canvas; please do not bring hard copies to class.

OBSERVATION OF RELIGIOUS HOLY DAYS

If you plan to observe a religious holy day that coincides with a class day, please notify the instructor in advance.

INCLEMENT WEATHER

In most cases, we will follow UT announcements for weather cancellations and delays; however, there may be times the university is officially open but we meet online due to safety concerns or a delayed start that falls during our class meeting time. In the event that we do not meet in person due to weather, we will hold class via Zoom, UT's videoconferencing software. I will post join instructions via a Canvas announcement, and I will ask the system to send a copy to your VolMail account. Please consult me if you do not have internet access at home; I can record the session so it will be available to you at a later time.

SELF-CARE NOTE

Because of the intensity inherent in crises, you may have strong reactions to topics and cases presented throughout the semester. In some cases, course information may lead you to be more aware of your previous experiences related to crisis and trauma. In other cases, you may find yourself struggling with a recent or developing crisis and unable to focus on course demands. Many of these reactions are normal and may be handled within a safe classroom environment and via counseling sessions available at Student Counseling Services or in the community. In some cases, the nature of this course may be detrimental to your healing. If you have any questions regarding whether this is the appropriate time for you to enroll in this course, please make an appointment to discuss your concerns as soon as possible.

TENTATIVE COURSE CALENDAR

Date	Topics	Readings & Assignments Due
6/7	Course orientation & introductions Introduction to crisis and trauma Ethical considerations	Kanel Ch 1-2
6/14	Crisis theories Models of crisis intervention Safety and risk considerations	Kanel Ch 3-4
Applied Suicide Intervention Skills Training Friday 6/16 & Saturday 6/17 8:30am – 4:30pm (14 hours) HSS 219		
6/21	Flex Day – ASIST	CAP Topics Due
6/28	Crisis line services Mobile crisis response Guest: Bruce Marshall, Contact Care	ASIST Demonstrations Due Web: NSPL Best Practices & Resources Web: TN Crisis Services Web: Contact Care Line
7/5	Crisis & disaster preparedness Psychological First Aid Guest: Dr. Laura Shannonhouse, GSU	Kanel Ch 7 Web: rems.ed.gov
7/12	Flex Day – PFA	CAP Annotations Due Web: PFA Online Training Due
7/19	Trauma-informed and trauma-specific care Guest: Brooke Bagley, SACET	PFA Demonstrations Due Kanel Ch 9 Bagley & Diambra (2016) SAMHSA (2015)
7/26	Systems of response Multidisciplinary collaboration Field Trip: Childhelp Children’s Center (10am)	Kanel Ch 10 Web: www.childhelp.org/advocacy-centers
8/2	Flex Day – ASIST	
8/9	Clinical application projects Counselor wellness & self-care Culminating activity / goodbyes	Trauma Demonstrations Due CAPs Due

ASIST, PFA, AND TRAUMA DEMONSTRATIONS
20 POINTS EACH

You will complete a series of three demonstrations in this course. For each demonstration, you will play three different roles:

- **Counselors** will create a 30-45 minute video-recorded demonstration appropriate to your work setting. After making the recording, you will complete the conceptualization and self-assessment (see forms on Canvas) and provide your peer supervisor and instructors with a link to your session (if not observed live). We will provide more guidance regarding specific skills to be demonstrated in class.
- **Clients** will become familiar enough with the crisis experience that you can accurately represent experiences in the demonstration
- **Peer supervisors** will view counselors' sessions in their entirety (either live or via video), record their observations using the assessment form, and conduct a peer debriefing.

ASIST & PFA Completion

- The instructor will record completion of ASIST following the workshop on 6/16 & 6/17
- Upload a copy of your PFA certificate to Canvas by 7/12

Canvas Submission (in this order, please)

1. Attach the conceptualization and self-assessment form
2. Attach the peer supervision form you received from your peer supervisor
3. Provide the instructors with a link to view your demonstration video (e.g., protected Google Drive link or private, non-searchable YouTube)
4. Attach the peer assessment form you provided to the peer you supervised

Evaluation Considerations

- Use of essential counseling skills to facilitate demonstration (2 points)
- Use of crisis-specific skills and models to facilitate demonstration (5 points)
- Quality of crisis conceptualization (5 points)
- Quality of self-assessment (3 points)
- Quality of feedback to peer (5 points)

CRISIS APPLICATION PROJECT
(40 POINTS TOTAL – 15 POINTS ANNOTATION, 25 POINTS PROJECT)

This culminating assignment will require you to apply what you understand about crisis, crisis intervention, and/or trauma to an issue relevant to your anticipated work setting and population. Because we have designed this project to allow you a good degree of freedom and self-direction, we will require that you 1) propose your topic and method early in the semester, and 2) complete an annotated bibliography of readings and resources that will inform your work. We believe these two steps will provide you with a foundation for success on the final project.

We envision three potential approaches to the CAP, and we are open to alternate options of similar scope and direction.

1. **Develop a learning resource, product, curriculum, or strategy for use in your attended work setting.** The product should not duplicate an existing, readily-available resource (e.g., don't try to repeat what SAMHSA, NCTIC, or Child Welfare has already done well). It must be relevant for use by consumers, clients, students, parents, counselors, or other professionals in your setting. Examples might include: developing a systematic school response to *13 Reasons Why*, developing a group curriculum for [population] who experienced [precipitating event/trauma], create guide for talking to children who experienced [precipitating event/trauma], develop a resource book, executive summary, and demonstration video for counselors who work with [insert concern].
2. **Engage in substantial (at least 12 hours) continuing education focused on a specific clinical issue or crisis-trauma-related methodology.** Demonstrate your learning by creating a demonstration video illustrating key applications, and write a final paper regarding your key points of learning and implications for development as a counselor. For example, you could complete the TF-CBT Web Training or a series of webinars and materials related to service to veterans.
3. **Engage in substantial (at least 12 hours) service learning or shadowing in a setting that provides services to individuals in crisis.** Demonstrate your learning by creating a demonstration video illustrating key applications, and write a final paper regarding your key points of learning and implications for development as a counselor. For example, you could become a crisis line volunteer or sexual assault advocate; or, you might volunteer in a shelter.

Proposal

- **The instructors must approve your topic and approach.** Submit 1-2 paragraphs summarizing your plans to Canvas.

Annotation

- Develop an annotated list of scholarly resources (e.g., recent peer-reviewed journal articles, books, book chapters) and resources (e.g., websites, webinars, centers) relevant to your project
- Begin each annotation on a fresh page, list the complete APA-style reference or URL/contact information in boldface font; summarize the most important/valuable information provided, critique usefulness of information, and identify implications for practice in your setting
- You must annotate at least 8 scholarly sources
- You must annotate at least 4 other resources
- We will evaluate annotations based on quality of sources, APA and writing style, and relevance to topic

Final Projects

- Submit the final project on Canvas
- If you completed options 2 or 3, also submit evidence of completion to Canvas (e.g., certificates, hours/activities logs)
- Be prepared to share your project and experiences during the last class period
- We will evaluate projects based on evidence of integrated understanding of crisis and crisis intervention, developmental/cultural sensitivity, and demonstration of skill development