

CP5113 Crisis and Trauma Counselling

Providence Theological Seminary

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Winter Semester
2010

SYLLABUS

Course Description:

The assessment and treatment of clients in crisis and suffering from trauma will be studied using empirical materials and formulations drawn from several theoretical approaches. The time-limited nature of crisis intervention, related legal and ethical issues, and interfacing appropriately with other service providers will be studied. Participants will learn the fundamentals of traumatology, including the basics of victimology, traumatic stress, and stress research. Special emphasis will be given to adult survivors of various types of abuse, including sexual, physical, emotional, and spiritual abuse. (Prerequisite for CP 6501) (3 credits)

Course Objectives:

At the successful conclusion of the course you should:

1. Be familiar with several theoretical approaches to crisis intervention.
2. Be familiar with various types of abuse and trauma.
3. Be able to assess crisis situations for specific risks, including suicide, homicide, abuse and neglect.
4. Be able to formulate a concrete, well informed safety plan with client and others.
5. Be able to recognize when and how to report to authorities as required by ethics code(s) and law.
6. Be able to formulate a concrete, well informed intervention and follow up plan for a diversity of persons commonly encountered crisis situations.
7. Be able to identify victimization patterns and abuse behaviour patterns.
8. Be able to appreciate the theological issues related to victimization, recovery and forgiveness.
9. Be able to integrate and employ spiritual disciplines/practices into one's own personal spiritual journey to prevent compassion fatigue.
10. Be able to identify in an ethical manner which spiritual disciplines and practices will benefit clients who have been abused or are perpetrators.

Required Texts:

- Allender, Dan. B. (1995) *The Wounded Heart: Hope for adult victims of childhood sexual abuse*. Colorado Springs: NavPress.
- Engel, Beverly. (2002) *The Emotionally Abusive Relationship*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Hoff, Lee Ann. (2009) *People in Crisis: Clinical and Public Health Perspectives*. (6th edition) San Francisco: Jossey-Bass.

Johnson, David, and Jeff VanVonderen. (1991) *The Subtle Power of Spiritual Abuse*. Minneapolis: Bethany House Publishers.

Recommended Texts (Optional recommended reading):

Aeschleman, Gordon. (1991) *Cages of pain*. Dallas: Word Publishing.

Beattie, Melodie. (1987) *Codependent no more*. Center City, Minnesota: Hazelden.

Beattie, Melodie. (1989) *Beyond codependency*. Center City, Minnesota: Hazelden.

Carnes, Patrick. (1997) *Sexual anorexia: Overcoming sexual self-hatred*. Center City, Minnesota: Hazelden.

Cloud, Henry, & Townsend, John. (1992) *Boundaries: When to say yes when to say no to take control of your life*. Grand Rapids: Zondervan.

Cloud, Henry, and John Townsend. (2003) *Boundaries Face to Face*. Grand Rapids: Zondervan

De Becker, Gavin. (1997) *The gift of fear*. New York: Dell Publishing.

Engel, Beverly. (1995) *The emotionally abused woman*. New York: Ballantine Books.

Forward, Susan. (1989) *Toxic parents: Overcoming their hurtful legacy and reclaiming your life*. New York: Bantam Books.

Frank, Don, and Frank, Jan. (1990) *When victims marry*. (1990) San Bernardino: Here's Life Publishers, Inc.

Frankl, Viktor E. (1959) *Man's search for meaning*. New York. Washington Square Press.

Heitritter, Lynn, and Vought, Jeanette. (1989) *Helping victims of sexual abuse*. Minneapolis: Bethany House Publishers.

Hemfelt, Robert, Minirth, Frank, & Meier, Paul. (1989) *Love is a choice*. Nashville: Thomas Nelson Publishers.

Herman, Judith. (1997) *Trauma and recovery*. New York: Basic Books.

Holderread Heggen, Carolyn. (1993) *Sexual abuse in Christian homes and churches*. Scottsdale: Herald Press.

Kabat-Zinn, Jon. (1990) *Full catastrophe living*. New York: Bantam Dell.

Kolski, Tammi D., Avriette, Michael, & Jongsma, Jr., Arthur E. (2001) *The crisis counseling and traumatic events treatment planner*. New York: John Wiley & Sons, Inc.

Kübler-Ross, Elisabeth. (1969) *On death and dying*. New York: The MacMillan Company.

Kübler-Ross, Elisabeth. (1975) *Death: The final stage of growth*. Engelwood Cliffs, New Jersey: Prentice-Hall, Inc.

Loring, Marti Tamm. (1994) *Emotional abuse*. San Francisco: Jossey-Bass Publishers.

McBride, J. LeBron. (1998) *Spiritual crisis: Surviving trauma to the soul*. Binghamton, New York: The Haworth Press, Inc.

Mitchell, Kenneth R. & Anderson, Herbert. (1983) *All our losses, all our griefs*. Philadelphia: Westminster Press.

Parrott, Les. (2000) *Helping the struggling adolescent*. Grand Rapids: Zondervan.

- Richie, Elspeth Cameron, Watson, Patricia J. & Friedman, Matthew J. (Eds.) (2005) *Interventions following mass violence and disasters: Strategies for mental health practice*. New York: The Guildford Press.
- Rothschild, Babette. (2000) *The body remembers: The psychophysiology of trauma and trauma treatment*. New York: W.W. Norton & Company.
- Schaumburg, Harry W. (1997) *False intimacy*. Colorado Springs: NavPress.
- Stone, Howard W. (1993) *Crisis counseling*. Minneapolis: Augsburg Fortress.
- Stoop, David, & Masteller, James. (1996) *Forgiving our parents, forgiving ourselves*. Ann Arbor, Michigan: Servant Publications.
- Townsend, John. (1996) *Hiding from love*. Grand Rapids: Zondervan.
- Walker, Moira. (2003) *Abuse: Questions & answers for counsellors and therapists*. London: Whurr Publishers.
- Wilson, Sandra D. (1990) *Released from shame: Recovery for adult children of dysfunctional families*. Downers Grove, Illinois: InterVarsity Press.
- Wright, H. Norman. (2003) *The new guide to crisis & trauma counseling*. Ventura, California: Regal Books.
- Young, William P. (2007) *The Shack*. Los Angeles: Windblown Media.

Course Requirements:

- i) *Class Attendance, Participation, and Reading (10%)* Due: Every class!
- Read each assigned reading for every class and come prepared to interact with what you have read
 - Participation in class discussions which shows an interaction with the reading material is a requirement.
- ii) *Research Paper (25%)* Due: February 26
Length: 10 pages
- Students will write a research paper on an aspect of their choice of crisis or trauma counselling. Students will clearly state the counselling issue, examine current research and approaches to dealing with the counselling issue, and draw their own conclusions for how they, as a professional Christian counsellor, would handle the issue.
 - Include a theological reflection on the issue as part of the paper.
- iii) *Forgiveness Assignment (15%)* Due: April 16
Length: 5 – 6 pages
- Students will write a paper on the role of forgiveness in the counselling of trauma and abuse, making use of reserve readings on forgiveness and their own research. Specifically, students will address the question of what exactly is forgiveness, the possible benefits of forgiveness in the recovery from trauma or abuse, and the debate over whether or not forgiveness helps or hinders the healing process.
 - Reserve reading materials will be available on reserve in the library by mid-semester.

iv) *Personal Journal (10%)*

Due: April 17

- A study of crisis, trauma, and abuse can be overwhelming at times for all students (and instructors!). An important ability to learn is how to process this information on a personal level so that you can maintain healthy boundaries for yourself.
- Students will keep a weekly personal journal, reflecting on class content and what they are reading for the course. There is no specific length for the journal entries. The only requirement is that you are processing the content of the course on a personal level, and exploring for yourself what impact the different aspects of crisis and trauma are having on you.
- Journals will not necessarily be read word-for-word by the instructor. They will be reviewed to see that the student has been actively processing the content of the course.

v) *ASIST Workshop or Suicide Intervention Paper (20%)*

Due: March 12

Length of alternate crisis paper: 8 pages

- students will have the opportunity to take the ASIST workshop on campus during the March intersession break. In order to receive full marks, a copy of the ASIST certificate needs to be submitted to the instructor by March 12.
- Alternately, if students have already taken the ASIST course prior to the Winter 2010 semester, or cannot take it during the March intersession or at another time during the semester, they may write an 8-page paper on the role of crisis intervention in cases of suicide threats. This paper must clearly state the different approaches to suicide intervention, examine the question of how effective is suicide intervention, and outline the commonly advised steps in suicide intervention.

vi) *Case Study on Crisis and Trauma (20%)*

Due: April 9

Length: 8 – 10 pages

- Students will submit an assessment and intervention plan for a case study which will be released in the first month of class. In each case the following will need to be covered:
 - Using Lee Ann Hoff's Crisis Paradigm (Figure 1.1, page 18), identify and explain Crisis Origins, Personal Crisis Manifestations, and Aids to Positive Resolution Crisis
 - Create an Intervention Plan. In laying out the plan, make sure to identify the treatment goals (what are you trying to accomplish) and the appropriate treatment plan (what are you going to do to help the person in crisis) to achieve those goals. Please be VERY SPECIFIC in laying out treatment goals and plan for the case study. Where appropriate, make use of outside resources to determine the approach and methods you would use. Be sure to cite these sources as in any other research paper. Keep in mind, as stated in the Case Study write-up, that you have only 1 month to work with the client, so you cannot treat every issue presented. Rather, you must prioritize what must be addressed as part of your crisis counselling, and what needs to wait for longer-term counselling.
 - In your paper, do not simply restate the case study. Re-organize the information into the proper format, using Hoff's Crisis Paradigm.
- Students will also include a Theological Reflection on the case study. In this section, reflect on the theological meaning and significance of the case study using the following "theological grid":
 - Biblical Perspective: What does the Scripture say about WHO we are as human beings, needing care and providing care (as Christian/Pastoral Counselors)

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- Theological Perspective: How does the “process of care-giving” facilitate an understanding of the truth about God?
 - Communal Perspective: What is the role of the Christian community, in responding to those who are in crisis such as the person(s) in our case studies?

Assignment Guidelines:

Required Format

- Counselling students are to use APA formatting. Other students may use Turabian formatting. There are numerous resources available on-line to help with either formatting style.
- stay within the required number of words! Saying what you need to say without being verbose is a skill worth developing.
- For help with properly formatting your citations, see www.citationmachine.net

Master’s Level of Scholarship

- Research papers must show sufficient research! This means using enough resources and a wide enough variety of resources, to show an adequate understanding of the material. A good rule of thumb is one major resource for every page of your final paper (i.e. a 10 page paper would need a minimum of 10 resources).
- Show more than a rudimentary understanding of the material—show an understanding of how to integrate the various psychological, counselling, and theological perspectives, and how to apply them to your counselling work.
- Proofread your work well—marks will be deducted for grammar, spelling, and formatting errors.

Submission of assignments

- assignments are to be typed, double-spaced, in Times New Roman size 12 font. All research papers and case study are to include a title page and bibliography.
- Unless previously arranged with the instructor, assignments are to be submitted as a hard copy (not emailed). If arrangements are made to submit assignments electronically, they must be sent in a format compatible with Word 2003 (Word 2007 is acceptable) or as a pdf. To create your own pdf files, you can download a free pdf creation program at www.cutepdf.com or www.primopdf.com.
- Arrangements can be made for extensions on assignment due dates. Speak with the instructor prior to the due date to make arrangements.

Plagiarism

- The Oxford Dictionary defines “plagiarize” as to “take and use the thoughts, writings, inventions, etc. of another person as one’s own; pass off the thoughts, etc. of another person as one’s own”.
- Plagiarism is a very serious issue when it comes to research assignments. Any idea that is taken from someone else’s work must be properly cited and given due credit. To not properly cite someone else’s ideas is to (inadvertently) pass them off as your own.
- For more info on plagiarism, see the Prov website:
<http://randall.holm.prov.ca/plagiarism.htm>

Grading

- Breakdown of marks:

- Spelling & grammar 10%
- Proper formatting 10%
- Adequate research/sources 10%
- Clear outline and arguments 70%
- Deductions for late papers -2% per day

Class Schedule (** subject to change)

Class Date	Lecture Topics	Readings & assignments due
Jan 15	Course intro Overview of crisis & trauma	
Jan 22	I. Circumscribed trauma Crisis development	• Hoff ch. 1 & 2
Jan 29	Crisis assessment	• Hoff ch. 3
Feb 5	Crisis intervention	• Hoff ch. 4 & 5
Feb 12	PTSD	• Rothschild on reserve?
Feb 19	Counsellor self-care II. Prolonged trauma/abuse	•
Feb 26	Long-term abuse Emotional abuse	• Engel: Emotionally Abusive Relationship • Research paper due
Mar 5	Intrasession – no class	• Hoff ch 9 & 10 (for ASIST course)
Mar 12	Physical abuse	• ASIST certificate or Suicide Intervention paper due
Mar 19	Domestic violence	• Hoff ch. 11 & 12
Mar 26	Sexual abuse	• Allender The Wounded Heart
Apr 2	Good Friday – no class	•
Apr 9	Spiritual abuse Stages of healing	• VanVonderen: The Subtle Power of Spiritual Abuse • Case Study due
Apr 16	Stages of healing Role of forgiveness	• Reserve readings on forgiveness • Forgiveness paper due • Personal journal due

South Eastman Health/Santé Sud-Est Inc.
is pleased to offer another

**APPLIED SUICIDE INTERVENTION SKILLS TRAINING
(ASIST)**

ASIST is a two-day suicide intervention workshop open to anybody in the community. It offers practical suicide prevention and intervention skills that can be used with people of all ages and is one of the most recognized and widely used suicide intervention training programs in North America.

We are excited to be able to offer this training on the following dates:

**Wednesday & Thursday
March 4 & 5, 2009
9:00 a.m. – 4:30 p.m.
Providence Theological Seminary
Otterburne, MB**

- ◆ Cost for this training is \$100. Cheques may be written out to Providence College & Seminary. Cheques and registration forms must be sent to Janice Priess at Providence College by Friday, February 13, 2009. ***72 hours notice must be given prior to workshop in order to be eligible for a refund.***
- ◆ Morning and afternoon refreshments provided. Lunch will be on your own.
- ◆ Attendance at ***both full days*** is mandatory in order for participants to receive their certificate.
- ◆ There are a limited number of spaces for this workshop so register early! You are welcome to forward this information to others who may also be interested in registering.

ASIST Registration Form

Name (first and last): _____

Address: _____

Phone Number: _____

Email Address: _____

Payment by cheque (made out to Providence College) must be made at the time of registration. Receipts will be issued at the time of the workshop. Cheques and registration forms must be submitted by February 13, 2009 to:

Janice Priess
c/o Providence College & Seminary

(204) 295-8157