

## 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, spousal, and ritual 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 behavior patterns.
8. Be able to demonstrate appropriate skills in counselling abuse survivors.
9. Be able to appreciate the theological issues related to victimization, recovery and forgiveness.
10. Be able to integrate and employ spiritual disciplines/practices into one's own personal spiritual journey to prevent compassion fatigue.
11. Be able to identify in an ethical manner which spiritual disciplines and practices will benefit clients who have been abused or are perpetrators of abuse.

### Methodology

Lectures, reading and reflection on texts and other assigned readings or media, discussion with peers and professor, on site visit and interviews with crisis interveners or first responders. Use of case studies and a final course exam.

### The weekly cycle

Read the topical outline and related critical questions

Read the assigned pages in the text book(s)

Listen to the lecture

Participate in the on-line class discussion thread

### Class Release Schedule:

January 16 -	Lesson 1
January 23	Lesson 2
January 30	Lesson 3
February 6	Lesson 4

February 13	Lesson 5
February 20	Lesson 6
February 27	Lesson 7
March 12	Lesson 8
March 19	Lesson 9
March 26	Lesson 10
	Lesson 11 (If Required)

### **Texts**

- *People in Crisis: Clinical and Diversity Perspectives.* Lee Ann Hoff
- *The New Guide to Crisis & Trauma Counseling.* H. Norman Wright
- *The Crisis Counseling and Traumatic Events Treatment Planner* Kolski, et al.
- *Interventions Following Mass Violence and Disasters: Strategies for Mental Health Practice,* Richie, Watson and Friedman Editors

### **Course Policies and Procedures**

**Distance Learning is self-directed learning.** It requires a high level of responsibility, dedication and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress and your own grade. In order to succeed, you need to log in to the course regularly to check announcements, participate in discussions and access course content. At a minimum every week students are responsible for completing the following tasks: Attend all on-line class activities, including participation in weekly threaded discussion, and any small group discussions assigned for the week. And, timely submission of assignments, submitted as instructed.

**Attendance.** Failure to "show up" for the weekly assignments or threaded discussions will be considered an equivalent of two class-time absences. I will keep track of attendance weekly. Repeated absences of three weeks or more will result in a failing final course grade. No communication for two weeks may result in a lower grade for the course.

**Threaded Discussion.** You must make three threaded discussion entries throughout the week, not at the end of the week. You should post your first thread response by Wednesday of the Unit week, and by Saturday, you must respond to at least 3 classmates' threads. Just a note on thread discussion, some of us have learned that we need to be careful in terms of letting the system time out on us as we ponder our response and we lose all that great discourse of our responses, so be warned, the web site does time out. If I know it will take me a while to think it through, I'll work off line and then paste it in to the thread.

**Netiquette.** Communication Courtesy Code. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and other forms of communication.

**Turning Work In.** All assignments should be turned in via the assignment drop box unless otherwise specified.

**Deadlines.** Odd things happen in cyberspace—emails get lost, servers disconnect temporarily, and logins fail. Do not wait for the last minute to do your work. Allow time to meet deadlines. I will respond to your e-mails and reply when I receive assignments. Please let me know when you have received my comments on your assignments.

**Late Work.** Each week's work must be completed by Saturday of every week. Late work will not receive credit unless you have contacted me beforehand and explained a special circumstance.

**Help Desk.** For technical problems like not being able to view a page, slowness issues, problems viewing video or hearing audio, things not working as they should, please contact our On Line Course Administrator.

**Email Policies and Procedures** I check my mail on a regular schedule, usually daily. If I am going to be away for more than 48 hours I will inform the class. I will be informing you that I have received your e-mails once I have opened it. I will respond to course related questions within 24–48 hours. Comments on formal assignments may take up to two weeks but probably less than that. In all email sent to me and/or other members of our class, it will help if you identify yourself fully by name and class, not simply by an email address. .

**Email attachments.** All formal assignments must be saved in *Microsoft Word* so that I can read them. Most modern word processing systems can save in *Microsoft Word*. (You can save in your own word processing program, but when you email me, you need to copy that file and save it in *Microsoft Word* before you attach it. Or, save the file as .rtf.

**Safeguards.** Back up your work on disk and make a hard copy. If you experience computer difficulties, you are responsible for solving your own technical problems. Helpdesk is available from Providence services. (See Course Homepage for link and phone number.) Heavy Internet use typically occurs in the evening, so you might want to log on at other times if possible.

## **Academic Dishonesty**

The following are forms of academic dishonesty. These practices will not be tolerated.

**Plagiarism:** Plagiarism consists of using another author's words without proper identification and documentation of that author. Plagiarism takes the form of direct quotation without the use of quotation marks and/or documentation, or paraphrasing without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, of passing another author's work off as your own are also considered to be plagiarism.

**Falsification:** Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a source's intent by misquoting or taking out of context.

**Multiple submissions:** If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

## **Grading Policies: How you will be evaluated**

### **Online Participation**

<b>Grade</b>	<b>Skills</b>
A	Contributions are prompt, timely, relevant, self-initiated; remarks are posted freely on all assignments throughout the course; there is no attempt to dominate conversation.
B	Student generally keeps up with the discussion; needs an occasional prompting to contribute; might participate in some discussions more than others
C	Participation is spotty; picks and chooses topics to get involved in; offers short, perfunctory postings when prompted; takes limited initiative.
D or F	Student rarely participates freely; makes short, irrelevant remarks.

### **Homework and Projects**

<b>Grade</b>	<b>Skills</b>
A	Demonstrates excellence in grasping key concepts; critiques the work of others; provides ample evidence of support for opinions; readily offers new interpretations of discussion material.
B	Shows evidence of understanding most of the major concepts; is able to agree or disagree when prompted; is skilled in basic level of support for opinions; offers an occasional divergent viewpoint.
C	Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support.
D or F	Shows no significant understanding of material.

**In all written work**, please use gender inclusive language according to the current conventions of Canadian usage. If your intention is to refer to both men and women in a statement, the language used should make this clear. Please do not use “man,” “men,” “mankind” or masculine pronouns generically.

The use of gender accurate Bible translation is recommended but not required. Examples would be Today's new International version, the New Revised Standard version and the New Living Translation.

**For counselling students**, the papers must be typewritten, according to the *Publication Manual of the American Psychological Association* – fifth edition. **For non-counselling students**, Chicago style as described in Kate L. Turabian's. *A Manual for Writers of Term Papers, Theses, and Dissertations*, sixth edition (Chicago: University of Chicago Press. 1996).

### **Seminary Grading Criteria.**

- A Outstanding** work: superior achievement of course objectives. This grade in effect says that the work could not be improved by any great margin (A+ would say that it could not be improved by **any** margin).
- B** Designates **good work**, commendable achievement of course objectives. This is the standard grade for work that is well done.
- C** Designates **acceptable** work, satisfactory achievement of course objective.

The grade for **late assignments** will be reduced by 1% per week day (to a maximum of 10%) unless extensions have been given because of illness or other unavoidable disruption of a student's work. No assignments will be accepted later than December 5, without permission from the Academic Committee. Requests should be sent to the Registrar.

### **Assignments and Grading**

#### **Assignment # 1 Participation; 35% Due Weekly**

All students will be expected to participate in class discussions in a sensible and sensitive manner. Even though opinions and ideas will abound, appropriate respect and consideration in a Christ like manner ought to be the norm. Due to the rather benign nature of most work in the growing field of Crisis and Trauma counselling on the subject of religion and spirituality, there will be a weekly question to ponder and respond to along with interaction. The following format will be observed:

- I will attempt to provide some direction of this discussion by providing a stimulus through a comment or quote by one of the author's or from another source that speaks to the issues of human beings and their response to trauma. I encourage each student to respond as well to the question or statements with whatever it is that has intrigued you from the readings, such as an article from research, something seen through other media such as television radio or cinema or something that you are currently encountering in counselling that fits into one of the areas we are covering in Crisis and Trauma Counselling. In the case of the latter, please use every effort to protect your source and maintain the highest level of confidentiality and professionalism.
- Each student will engage in the discussion for the week by responding to the question. I will monitor the interaction and determine a grade for this assignment based on the quantity and quality of the individual contributions. Note the requirements for interaction on the thread.

- At the end of the week, I will summarize the discussion and give my response. I may from time to time engage in the discussion as it happens.

### **Assignment #2 Case Study; 25% Due Feb. 20, 2012**

Students will submit Intervention plans for two case studies which will be released in the first month of class. Students will be required to provide an outline of each case with specific intervention strategies for Psychological First Aid and for longer term follow up. In each case the following will need to be covered; for case study, using Lee Ann Hoff's Crisis Paradigm, identify and explain Crisis Origins, Crisis Manifestations Crisis 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 each case study.

Students will also include a piece on **Theological Reflection**; reflect on the theological meaning and significance of both case studies 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)  
**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 two people in our case studies?

### **Assignment # 3 Interview and report; 20% Due March 26, 2012.**

From the readings, Interactions, and your own intrigue with the process of time limited interventions, students will develop a set of interview questions for gaining insight into the life of **the day in a life of a first responder or other primary care giver who works mostly with crisis and trauma situations in your own community or the community you are currently residing**. Set up a time and a place for the interview with your interviewee and then conduct the interview, including wherever possible a site visit. After the interview record your report to share with the class via posting to the class site.

The site visit and interview should be conducted in an area of interest to you. The interview should be somewhere between 1 – 2 hours long depending on a site visit opportunity being part of the process. The report should include the name of the agency and the person(s) interviewed. It should include a list of the questions being asked and the response of the interviewee. Begin your report with a brief description of the area of interest and why it is of interest to you. Use caution in reporting here because this information will be shared with your class. Use closed questions to get the pertinent information about the logistics and administration of the crisis work and then use open ended questions as you enter into the main interview.

When you have completed the visit and interview, tweak your notes and make your report. No more than 10 pages. Point form is acceptable. Up load your assignment, I will respond and return the paper **to all students to share the information**. This way everyone can benefit from one another's experiences.

### **Assignment # 4 Compare and Contrast paper; 20% Due April 5, 2012**

Read Hoff and Wright thoroughly and then write a 10-15 page 2-part paper. Part A. to include reflections on both texts including personal responses and professional critical analysis. (3-5 pages). Part B. to do a compare and contrast of the Hoff and Wright texts. (8-10 pages)

## Crisis and Trauma Counselling 2012

Week 1. Hoff, Chap.1 Wright ,intro through Chapter 3 Kolski, preface and intro	Overview <ul style="list-style-type: none"> <li>• Scope and Prevalence of the Problem</li> <li>• Definitions and concepts</li> <li>• Theory</li> <li>• Models and strategies</li> </ul>	Remarks <ul style="list-style-type: none"> <li>• Devotional Reading: Deuteronomy 28:20</li> <li>• Jeremiah 21:14</li> <li>• Hosea 4:9</li> </ul>
Week 2. Approaches Hoff, Chap 2 Wright, Chap 4-5	Working with People in Crisis <ul style="list-style-type: none"> <li>• Hoff's paradigm</li> </ul>	<ul style="list-style-type: none"> <li>• Devotional Reading Ephesians 3:16-19</li> </ul>
Week 3. Critical Incident Stress Debriefing(CISD) And Critical Incident Stress Management(CISM) Hoff, Chap 3-4 and 10 Wright, Chap 8-10 Kolski, preface and Intro	Psychological First Aid And Second Order Interventions	<ul style="list-style-type: none"> <li>• Devotional Reading Isaiah 40:3</li> </ul>
Week 4. Children and Adolescents Hoff, Chap 5 Wright, Chap 15-20	Crisis and Trauma Counselling with Children and Adolescents	<ul style="list-style-type: none"> <li>• Devotional Reading Matthew 19:13-15</li> </ul>
Week 5 Victims of Violence I Hoff, Chap 6,7,8	Intervention and Prevention	<ul style="list-style-type: none"> <li>• Devotional Reading Mark 6:45-52</li> </ul>
Week 6. Victims of Violence II Hoff, Chap 9 Wright, Chap 11	Application of Crisis Intervention to Rape Trauma Victims	<ul style="list-style-type: none"> <li>• Devotional Reading 2 Samuel 13</li> </ul>
Week 7. Health Crisis I Hoff, Chap 10-13 Wright, Chap 12	Assessment and Intervention in Health Related and Mental Health Related Crisis Addictions	<ul style="list-style-type: none"> <li>• Devotional Reading Roman's 8:17; Hebrews 12:10Matthew 28:20</li> </ul>
Week 8. Health Crisis II Wright, Chap 13-14		<ul style="list-style-type: none"> <li>• Devotional Reading Mark 8:34</li> </ul>
Week 9. Community and Crisis Intervention  Richie	Violence and Crisis from Disaster	<ul style="list-style-type: none"> <li>• Devotional Reading 1Timothy 2:4</li> </ul>
Week 10. Natural and Other Catastrophic Events Richie et. Al.	Mass Disasters and Interventions	<ul style="list-style-type: none"> <li>• Devotional Reading Ephesians 3:16,19</li> </ul>