

Texas A&M University - Central Texas
COUN/PSYC 5313.125 Crisis Intervention and Management of Individuals
INSTRUCTOR AND CONTACT INFORMATION

Instructor: Yesim Saatci, PhD.
 Class Time: Online
 Office: 318-J Email: Yesim.Saatci@tamuct.edu
 Office hours: Tuesdays: 1:00-6:00pm.
 Wednesdays: 1:00-6:00pm.

Course Overview

This course is an examination of the dynamics, intervention strategies and treatment of a variety of crisis situations with individuals, couples, families, and communities including, but not limited to, suicide intervention, sexual assault, domestic violence, substance dependency, PTSD, grief, and natural and man-made disasters including a review of theories and approaches to crisis intervention and management.

STUDENT LEARNING OUTCOMES:

- 1) Develop understanding of fundamental concepts, theories, strategies, and counseling skills needed to conduct effective crisis intervention.
- 2) Develop an understanding of the background, dynamics, and counseling intervention methodologies needed to effectively help individuals or groups in crisis.
- 3) Develop an understanding of the process of prevention, intervention, and postvention in crisis counseling.
- 4) Empower counselors to progress toward more proactive, preventive and creative initiatives in crisis intervention.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

CACREP Standard	Activity	SLOs
Common Core for all students:		
a. The importance of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c);	Resources List	SLO 3
b. The importance of strategies for personal and professional self-evaluation and implications for practice (IIF1k);	Role Plays/Short Essay Scenarios	SLO4

c. The importance of self-care strategies appropriate to the counselor role (IIF11);	Discussion Posts	SLO2
d. Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (IIF3g);	Research Paper	SLO1
e. evidence-based counseling strategies and techniques for prevention and intervention (IIF5j);	Role Plays/ Short Essay Scenarios/Discussion Posts	SLO4
e. strategies to promote client understanding of and access to a variety of community based resources (IIF5k);	Resources List	SLO 3
e. suicide prevention models and strategies (IIF5l);	Discussion Posts	SLO2
e. Understands crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m);	Role Plays/ Short Essay Scenario(s)/Discussion Posts	SLO4
e. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (IIF7c);	Role Plays/ Short Essay Scenario(s)/ Discussion Posts	SLO4
e. Procedures for identifying trauma and abuse and for reporting abuse (IIF7d);	Role Plays/ Short Essay Scenario(s)/Discussion Posts	SLO4
i. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a)	Research Paper	SLO1
i. multicultural counseling competencies (IIF2c)	Research Paper	SLO1
i. help seeking behaviors of diverse clients (IIF2f)	Role Plays/ Discussion Posts	SLO4
i. systematic and environmental factors that affect human development, functioning, and behavior (IIF3f)	Research Paper	SLO1
Standards for Clinical Mental Health Counseling (CMHC) track		
1. Understands the impact of crisis and trauma on individuals with mental health diagnoses (CMHC: 5C2f);	Research Paper	SLO1

Required Reading

Required Text

James R. K., & Gilliland B. E. (2017). *Crisis intervention strategies*. (8th ed.). Boston, MA: Cengage Learning.

Suggested Text (s):

Saatci, Y. (2015). *Effects of parental suicide on the adolescent survivors' adult lives*. Saarbrücken, Germany: Scholars' Press.

American Psychological Association. (2008). *Publication manual of the American Psychological Association* 6th ed.). Washington, D.C.: American Psychological Association.

<http://owl.english.purdue.edu/owl/resource/560/01/>

COURSE REQUIREMENTS:

Professionalism and participation to online class discussions: (10 Points)

The more involved a student becomes, the more a student will learn. In addition to the material discussed online and textbooks, a variety of activities and papers will increase the student motivation to the topic and help them better acquire knowledge. Students show professionalism when they: (a) are participating in online discussion board and when refer to each other as fellow students; (b) adhere and obey to timelines for assignments; (c) are flexible to minor schedule changes in the syllabus when necessary; (d) and respect the opinion and rights of others and then value and embrace diversity and multiculturalism.

Because of the nature of the class, at times, students may be engaged in some self-disclosure. Trust, openness, emotional connection, being non-judgmental and empathy are very important therapist qualities in the counseling profession as well as the **confidentiality (ACA Code of Ethics, 2014)**; therefore, each student is asked to maintain confidentiality. When disclosed, a secret of the client (or student) belongs to the client (or student) so counselors-in-training should not reveal any confidential information to others outside the classroom.

Late work policy:

All assignments should be turned in online **on the day they are due** to Canvas. If you turn in an assignment or complete a quiz after the due date, you will receive a grade reduction of 10% for each day it's late (with a maximum reduction of 50%). Special circumstances need to be discussed with the instructor ahead of time, when possible.

Midterm Exam/Test (50 points)

This exam will cover assigned readings including the required text, power-points, and discussion posts/notes covered up to the point of the exam. Students will examine each crisis theory covered, its similarities and differences, its development and uses for counseling. The exam will be in **25 multiple choice questions format** and students will have **two hours** to complete it. Students are expected to take the exam as scheduled. It is the student's responsibility to contact the professor to arrange alternative times to take the exams/quizzes in case of an emergency.

Resource List (50 points): To further increase your exposure to real-world knowledge related to crisis intervention, you will be asked to compile a list of twelve (10) local resources for individuals in crisis (e.g., shelters, food banks, youth services). The list should include contact information, what services they provide, what consumers they serve, and approximately what cost (if any) is associated with the services.

Crisis Theory Reaction/Reflection Paper: (50 points)

This paper should be no longer than **3-4 pages**. The paper needs to follow APA style of writing, double-spaced, 12 pnt. font, Times New Roman style fonts and one inch margins from everywhere in the paper. The goal of this paper is for students to search, read, and explore more in-depth and gain the knowledge of a particular theory/approach that appeals to them most when handling a crisis situation at a variety of settings such as schools, mental health clinics, agencies etc. Please include your reactions and reflections to the theory as James & Gilliland (2017) explained in your textbook. This is a written statement of the student's personal mode of handling crisis counseling (based primarily on one of the major crisis counseling models/theories) and how this theory of counseling is related to the student's own personality, values, and basic beliefs. Students should be able to explain the key concepts of their theory; therapist's role, the therapeutic

goals, and central various counseling techniques according to this theory. Students should conclude with their ideas about how they want to use this theory in their future counseling practice and with what kind of clients (i.e. “I will use this theory mainly for clients who suffer from PTSD, depression and anxiety).

Research paper on Grief, Loss, & Bereavement or on Effects of Suicide: (50 points)

a) This paper should be no longer than **6-8 pages**. The paper needs to follow **APA style** of writing, double-spaced, 12 pnt. font, Times New Roman style fonts and one inch margins from everywhere on the paper. It must have a minimum of **five (5) scholarly references** (excluding the texts) not older than 1995. The goal of this paper is for students to search, read, explore and gain in-depth knowledge on bereavement, tasks of grief, grief, and experiencing loss of a loved one.

OR,

b) This paper should be no longer than **6-8 pages**. The paper needs to follow **APA style** of writing, double-spaced, 12 pnt. font, Times New Roman style fonts and one inch margins from everywhere on the paper. This research paper must have a minimum of **five (5) scholarly references** (excluding the texts) not older than 1995. The goal of this paper is for students to search, read, explore and gain in-depth knowledge on Effects of Suicide such as a suicide of a parent, or an adolescent suicide, elderly suicide etc. Please specify.

Take-Home Quiz: (50 points)

There will be **one take-home quiz** which will be focused on a **crisis theory** chapter for a better examination and analysis of it. The student will be able to describe various parts of the theory based on the questions by giving examples.

Final Exam: (50 points)

The final exam will be in the form of a paper written based on a scenario. The scenario will be given to you. Any attempt to copy from a classmate’s scenario explanations will result in a grade of **zero (0)** for the exam.

Grade Distribution

Grading System

269 – 310 points = **A** 90 – 100%
 229 – 268 points = **B** 80 – 89%
 187 – 228 points = **C** 70 – 79%
 146 – 186 points = **D** 60 – 69%
 145 points and < = **F** 59% < =**F**

Midterm/Test	(50 points)
Resource List	(50 points)
Take-home Quiz	(50 points)
Class Participation/ Discussion Board Postings	(10 points)
Crisis Theory Reaction paper	(50 points)
Research paper on Grief, Loss, & Bereavement or on Effects of Suicide	(50 points)
Final Exam Scenarion Paper	(50 points)
<hr/> Total:	<hr/> (310 points)

Course grades will be based on the percentage of total points earned by each student and will be assigned as follows:

A	90-100 %	B	80-89 %	C	70-79 %	D	60-69 %	F (<60 %)
Mastery of content	Above average	Average understanding	Below average	Failure to	understanding of content;	of content;	understanding of content;	understand content.

Some Thoughts About This Course

As a mental health professional you will be uniquely positioned to intervene in people's lives during times of crisis. Although these instances can be fraught with anxiety and even danger, they also offer an opportunity for growth that might not occur in the absence of crisis. I do not expect this course to prepare you to deal with all future crises "perfectly". However, it is my hope that the readings, assignments, and assessments you encounter here will challenge you to think more deeply and systematically about the impact of intervention during crises. Via this process I further hope you will sharpen your intervention skills, broaden your knowledge, and develop new questions about crisis intervention.

Complete Course Calendar

SPRING 2018 (Jan. 16-May 11) Online Class-2nd 8 Weeks (Meets on Wednesdays)

Date	Where	Topics	Readings
3/21		Syllabus/Introductions Overview Ch.s 1-3	Chapters 1 - 3 Ethical Issues in Counseling (ACA Code of Ethics, 2014) & The Crisis Counselor as a Person and Professional
3/28		Ch.s 4 & Ch. 5 Until 12:00 midnight	Resources List Due
4/4		Ch. 6, Ch. 7, & Ch. 8 Test Review Until 12:00 midnight	Readings & Online Discussion Posts Take Home Quiz Due
4/11		Ch. 9 & Ch. 10 MIDTERM EXAM / TEST On 4/11 or 4/12 Until 12:00 midnight	Readings & Online Discussion Posts Chapters 1 – 7 are included in the exam
4/18		Ch. 11 & Ch. 12 Until 12:00 midnight	Readings & Online Discussion Posts Crisis Theory Reaction/Reflec tion Paper Due
4/25		Ch.s 13 & 14	Readings & Online Discussion Posts

5/2		Ch.s 15 & 16 Until 12:00 midnight	Readings & Online Discussion Posts Research paper on Grief, Loss, & Bereavement or on Effects of Suicide Paper Due
5/9		Ch. 17 FINAL EXAM PAPER DUE (Scenario) Until 12:00 midnight Last Class Day	Readings & Online Discussion Posts Review All Chapters (Ch.s 1-17) Students' Feedback

DR. SAATCI

Note: The instructor has the right to make minor changes in the syllabus and final grading structure when deemed appropriate. All changes will be provided to currently enrolled students in writing.

Student Learning Outcomes (SLOs) Grading Rubrics

SLO 1:	competence				
	No	Some	Basic	Above Average	Superior
Research Paper					
Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (IIF3g);					
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a)					
Multicultural counseling competencies (IIF2c)					

Systematic and environmental factors that affect human development, functioning, and behavior (IIF3f)					
Understands the impact of crisis and trauma on individuals with mental health diagnoses (CMHC: 5C2f);					

SLO 2	competence				
Discussion Posts	No	Some	Basic	Above Average	Superior
The importance of self-care strategies appropriate to the counselor role (IIF11);					
Suicide prevention models and strategies (IIF5l);					

SLO 3	competence				
Resources List	No	Some	Basic	Above Average	Superior
The importance of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c);					
Strategies to promote client understanding of and access to a variety of community based resources (IIF5k);					

SLO 4	competence				
Role Plays	No	Some	Basic	Above Average	Superior
The importance of strategies for personal and professional self-evaluation and implications for practice (IIF1k);					
Evidence-based counseling strategies and techniques for prevention and intervention (IIF5j);					
Understands crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m);					

Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (IIF7c);					
Procedures for identifying trauma and abuse and for reporting abuse (IIF7d);					
Help seeking behaviors of diverse clients (IIF2f)					

Important University Dates:

- August 28, Add/Drop/Late Registration begins
- August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
- September 1, Priority Deadline to Submit Graduation Application
- September 4, Labor Day, CAMPUS CLOSED
- September 5, Last day to drop 1st 8-week classes with no record
- September 13, Last day to drop 16-week classes with no record
- September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W
- October 6, Deadline to submit graduation
- October 20, Last day to withdraw from the University (1st 8-week classes WF)
- October 23, Add/Drop/Late Registration begins, 2nd 8-week classes
- October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
- October 30, Last day to drop 2nd 8-week classes with no record
- November 10, Veteran’s Day
- November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
- November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
- November 23-24, Thanksgiving, CAMPUS CLOSED
- December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
- December 15, Last day to file for Degree Conferral (Registrar’s Office)
- December 15, Commencement (End of Fall Term)
- December 25-January 1, WINTER BREAK

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:

This course will use the A&M-Central Texas Instructure **Canvas** learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support:

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at Imdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private

study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

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