



UNIVERSITY OF  
PROVIDENCE

**Master of Science in Counseling  
Spring YEAR**

**MSC 520 – Crisis Planning and Intervention (3 Credit Hours)**

**Location/Time:**

Online via Moodle

**Instructor:**

**Office Hours:**

By Appointment

**I. Course Description**

Students explore the role of professional counselors in relation to crises that range from individual to society, and natural to man-made. Coursework will include suicide assessment, child abuse and neglect, crisis planning, critical incident stress debriefing, secondary posttraumatic stress disorder, victim assistance, and self-care when working in crisis situations.

**II. Program Student Learning Objectives:**

**COUNSELING AND HELPING RELATIONSHIPS**

By the end of this program, students will be able to ...

Analyze theories and models of counseling.

Identify relevant counseling interventions suitable to a specific population.

Integrate gained knowledge and formulate a personal model of counseling.

**III. Behavioral Objectives for This Course:**

1. Develop understanding of fundamental concepts, theories, strategies, and counseling skills needed to conduct effective crisis intervention (S2.F.1.b).
2. Acquire skills needed to effectively help individuals or groups in crisis (S2.F.5.m)
3. Demonstrate knowledge of various crisis situations and appropriate and culturally sensitive interventions (S2.F.2.c).
4. Develop plans and procedures for individuals, organizations, and communities in crisis (S2.F.5.k).
5. Gain insight into your personal reactions in crisis situations and apply this awareness to your own crisis intervention style (S2.F.5.n).

**CACREP Standards**

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (S2.F.1.b)

#### SOCIAL AND CULTURAL DIVERSITY

- c. Multicultural counseling competencies (S2.F.2.c)

#### COUNSELING AND HELPING RELATIONSHIPS

- k. Strategies to promote client understanding of and access to a variety of community-based resources (S2.F.5.k)
- m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (S2.F.5.m)
- n. Processes for aiding students in developing a personal model of counseling (S2.F.5.n)

### IV. REQUIRED TEXTS

James, R. K., & Gilliland, B. (2017). *Crisis Intervention Strategies* (8<sup>th</sup> Edition), Upper Saddle River, NJ: Cengage Learning.

### III. Prerequisites to this Course and Requirements this Course Fulfills:

MSC 500, MSC 512, and MSC 517

### IV. Course Requirements and Course Activity Summary

#### A. Assignments:

1. Read the book chapters as scheduled course schedule section of this syllabus. Students will be required to respond to weekly discussion questions presented by the Instructor and reply to at least two responses by other students. See number 3. below for elaboration

#### 2. Papers:

##### a. **Media Analysis Paper** (200 points)

Students will select a crisis oriented movie or book of their choice with an appropriate theme (approval from instructor is recommended but not required). Write a 5-7 (excluding title and reference page) page paper in which you identify: 1] who is in crisis (may be more than one so select primary character or specific group), 2] the nature of the crisis, 3] the course of the crisis, 4] identify potential resources available, 5] discuss the person's attempt at coping with the crisis (whether effective or not), and 6] Develop an intervention strategy for assisting the person or group in crisis – including issues needing attention, resources available, and the role of the counselor in addressing the identified needs.

##### b. **Personal Reflection paper** (200 points)

Write a 5-7 page paper about a crisis that you anticipate encountering as a future clinician. This can be a topic covered during the course or a crisis situation relevant to the course content. Discuss the nature of the crisis and

how you would proceed in handling the crisis. Describe your anticipated reaction to the crisis and what you need to do to self care and allow you to function effectively in dealing with the crisis.

3. Moodle Discussion Participation (300 points, 20 points per weekly response)
  - a. Discussions on Moodle will be run with a seminar focus where students engage in active learning. Studies show that students with high levels of participation get better grades and comprehend more about a given subject. Please sign in to the course every other day (at a MINIMUM). Each initial response must be **at least** 300 words and must include supportive references from primary sources which may include, but should not be limited to, the text. References must be cited in-text and at the end of your post using APA style. Initial postings will be **due by 11:55PM Thursday each week**. Discussion topics will be assigned every week except for spring break (see schedule below) so **be especially aware of the increased demands on your time in weeks where both discussion posts and papers are due**.
  - b. You must post a response to at least one other students on each discussion topic by **Sunday at 11:55PM each week**. Each discussion posting must be "unique." Unique means 2 things: that your posting must present material that has not already been posted by another student and that your posting must be more than merely supportive.
  - c. As the course is in an online format and assignments are always available with at least 4 days lead time, late responses will not be accepted unless there is an emergent situation. If you cannot meet a due date deadline for any reason please contact the instructor to discuss options as soon as possible. The instructor may require documentation of family or medical emergencies.

## V. Grading

Media Analysis paper	200 points
Personal Reflection Paper	200 points
Moodle Discussion Participation	<u>300 points</u>
Total	700 Points

### Grading Calculation:

630 - 700	A
560 - 629	B
490 - 559	C
420 - 489	D
419 and below	F

## VI. Attendance Policy

- a. UP Policy:

“Students are expected to attend all classes and complete all assigned work. The specific attendance and grading policy for each class is determined by the instructor and is listed in the course syllabus. Students who miss classes due to participation in University sanctioned events are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. In isolated cases involving family or medical emergencies, students are encouraged to speak with their instructors. Instructors may require documentation of family or medical emergencies.” (*UP Catalog: “Academic Policies”*)

b. Instructor’s additions to the attendance policy:

i. See detailed Moodle Discussion Participation in Section V.e.

## VII. **Academic Conduct**

a. UP Policy:

“Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct. Such acts include:

**Cheating:** use or attempted use of unauthorized material or the work of another student in any academic assignment, paper or examination.

**Plagiarism:** representation of another’s work as one’s own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both.

The course instructor is the initial judge of whether a student is guilty of academic misconduct. Should a student disagree with an instructor’s judgment, the student may appeal the instructor’s decision by following the “Academic Related Appeals Process” on page xxi of the UP Catalog.

The minimum penalty for an act of academic misconduct shall be a grade of “F” (failure) on the paper, assignment or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of “F” (failure) for the course. Copies of plagiarized work will be placed on file with the Coordinator of Student Faculty Relations. Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion.” (*UP Catalog: “Academic Policies”*) Students who engage in these behaviors will receive a failing grade (an “F”) for this course. Copies of plagiarized work will be placed on file with the Coordinator of Student Faculty Relations, the MSC Program Coordinator and the Graduate Dean. Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion.

b. Instructor’s additions to the Academic Conduct policy:

Some of the material in this class may have very powerful and personal meanings for students that may lead to strong emotional reactions. Sharing personal reactions may be difficult and involve significant risk taking. It is vital that all students in the class treat each other respectfully and in a supportive manner.

- i. Students who engage in inappropriate behaviors will receive a failing grade (an "F") for this course. Copies of plagiarized work will be placed on file with the Coordinator of Student Faculty Relations, the MSC Program Coordinator and the Graduate Dean. Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion.

#### **VIII. Policy on Diversity:**

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. With this in mind, the participants in this class are encouraged to bring their own life experiences and viewpoints to bear on classroom discussions and assignments. Along with the freedom to express one's own view comes the responsibility of race, ethnicity, age, creed, religion, gender, sexual orientation, marital-status, or political ideology.

#### **IX. Counseling Service**

To promote the growth and mental well-being of MSC students, the University of Providence has contracted with mental health service providers at the YWCA to provide mental health counseling for any MSC students regardless of their ability to pay for services. Counseling services can be accessed by calling (406) 252-1315.

The University of Providence also employs a licensed professional mental health counselor at the Academic Success Center in the Library Building on campus to provide students free support.

#### **X. Provision for Special Needs**

Accommodation for documented disabilities: if you have a documented disability and would like your Instructor to make accommodations, please visit with Kay Seilstad, Disability Counselor, in the Center for Academic Excellence (CAE) or call Kay at 406-791-5212.

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#### **XI. Weekly Schedule and Class Outline**

**Initial Discussion post due Thursday each week & peer response by Sunday**

Week 1: Jan. 10 - 16	Read Chapter 1	Approaching Crisis Intervention
Week 2: Jan. 17 - 23	Read Chapter 2	Culturally Effective Helping
Week 3: Jan. 24 – 30	Read Chapter 3&4	Intervention and Assessment Models, Tools of the Trade
Week 4: Jan 31 – Feb 6	Read Chapter 5	Crisis Case Handling
Week 5: Feb 7 - 13	Read Chapter 6	Telephone and Online Crisis Counseling
Week 6: Feb 14 - 20	Read Chapter 7	Posttraumatic Stress Disorder
Week 7: Feb 21 – 27	Read Chapter 8	Crisis of Lethality <b>Media Analysis Paper due February 27<sup>th</sup></b>
Week 8: Feb 28 – Mar 6	Read Chapter 9	Sexual Assault
<b>Week 9: March 7 – 13</b>	<b>Spring Break</b>	<b>No Readings or Discussion this Week</b>
Week 10: March 14 - 20	Read Chapter 10	Partner Violence
Week 11: March 21 – 27	Read Chapter 11	Chemical Dependency
Week 12: March 28 – Apr. 3	Read Chapter 12	Personal Loss
Week 13: April 4 – 10	Read Chapter 13	Crises in Schools
Week 14: April 11 – 17	Read Chapter 14/15	Violent Behavior in Institutions, Hostage Negotiation
Week 15: April 18 – 24	Read Chapter 16	Human Services Workers in Crisis <b>Personal Reflection Paper is due April 24<sup>th</sup></b>
Week 16: April 25 – May 1	Finals week	No discussion posts no Final Exam

Written Assignment Rubric				
	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
<b>RESPONSIVENESS TO A PAPER OR WRITING ASSIGNMENT (AS ASSIGNED OR AS SELECTED BY THE STUDENT IF INSTRUCTIONS ALLOW)</b> <b>(Did the student respond adequately to the paper or writing assignment? - 25%)</b>	Paper or writing assignment is responsive to and exceeds the requirements given in the instructions; Responds to assigned or selected topic; Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what we know about the topic, unearths something unanticipated, etc.); Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the learning resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.	Paper or writing assignment is responsive to and meets the requirements given in the instructions. The paper responds to the assigned or selected topic; Is substantive and evidence based; Demonstrates that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; Is submitted by the due date.	Paper or writing assignment is somewhat responsive to the requirements given in the instructions. Content: Somewhat misses the point of the assigned or selected topic; and/or lacks in substance, relying more on anecdotal than scholarly evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted by the due date.	Paper or writing assignment is unresponsive to the requirements given in the instructions. Content: Misses the point of the assigned or selected topic; and/or relies primarily on anecdotal evidence; and/or contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the paper topic connects in a meaningful way to the course content; and/or is submitted past the late deadline.
<b>CONTENT KNOWLEDGE (Does the content in the paper or Writing)</b>	Paper or writing assignment demonstrates/provides: In-depth understanding and application of	Paper or writing assignment demonstrates/provides: Understanding and application of the	Paper or writing assignment demonstrates/provides: Minimal understanding of concepts and issues	Paper or writing assignment demonstrates/provides: A lack of understanding of the

Written Assignment Rubric				
	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
<b>assignment is responsive to and addresses all aspects of the assignment</b> <b>25%</b>	concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive ideas, opinions, and conclusions) showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects to them to other ideas; rich and relevant examples; thought-provoking ideas and interpretations, original thinking, new perspectives; original and critical thinking; and mastery & thoughtful/ accurate application of knowledge and skills presented in the course.	concepts and issues presented in the course, demonstrating that the student has absorbed the general principles and ideas presented; relevant examples; thought-provoking ideas and interpretations, some original thinking; and critical thinking; and mastery and application of knowledge and skills or strategies presented in the course.	presented in the course, and, while generally accurate, displays some omissions and/or errors; and/or few and/or irrelevant examples; and/or few if any thought-provoking ideas, little original thinking; and/or “regurgitated” knowledge rather than critical thinking; little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in the course.	concepts and issues presented in the course and/or application is inaccurate and contains many omissions and/or errors; and/or no examples or irrelevant examples; and/or no thought-provoking ideas or original thinking; and/or no critical thinking; and/or many critical errors when applying knowledge, skills, or strategies presented in the course.
<b>The multiple professional roles and functions of counselors across specialty areas, and</b>	Assignment meets exemplary criteria for the multiple professional roles and functions of counselors across	Assignment meets proficient criteria for the multiple professional roles and functions of counselors across	Assignment meets progressing criteria for the multiple professional roles and functions of counselors across	Assignment meets emerging criteria for the multiple professional roles and functions of counselors across



Written Assignment Rubric				
	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
<b>their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (S2.F.1.b) (5%)</b>	specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (S2.F.1.b)	specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (S2.F.1.b)	specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (S2.F.1.b)	specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (S2.F.1.b)
<b>Multicultural counseling competencies (S2.F.2.c) (5%)</b>	Assignment meets exemplary criteria for multicultural counseling competencies (S2.F.2.c)	Assignment meets proficient criteria for multicultural counseling competencies (S2.F.2.c)	Assignment meets progressing criteria for multicultural counseling competencies (S2.F.2.c)	Assignment meets emerging criteria for multicultural counseling competencies (S2.F.2.c)
<b>Strategies to promote client understanding of and access to a variety of community-based resources (S2.F.5.k) (5%)</b>	Assignment meets exemplary criteria for strategies to promote client understanding of and access to a variety of community-based resources (S2.F.5.k)	Assignment meets proficient criteria for strategies to promote client understanding of and access to a variety of community-based resources (S2.F.5.k)	Assignment meets progressing criteria for strategies to promote client understanding of and access to a variety of community-based resources (S2.F.5.k)	Assignment meets emerging criteria for strategies to promote client understanding of and access to a variety of community-based resources (S2.F.5.k)
<b>Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (S2.F.5.m) (5%)</b>	Assignment meets exemplary criteria for crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (S2.F.5.m)	Assignment meets proficient criteria for crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (S2.F.5.m)	Assignment meets progressing criteria for crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (S2.F.5.m)	Assignment meets emerging criteria for crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (S2.F.5.m)
<b>Processes for aiding students in developing a personal model of counseling (S2.F.5.n) (5%)</b>	Assignment meets exemplary criteria for processes for aiding students in developing a personal model of counseling (S2.F.5.n)	Assignment meets proficient criteria for processes for aiding students in developing a personal model of counseling (S2.F.5.n)	Assignment meets progressing criteria for processes for aiding students in developing a personal model of counseling (S2.F.5.n)	Assignment meets emerging criteria for processes for aiding students in developing a personal model of counseling (S2.F.5.n)

Written Assignment Rubric				
	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
<b>Impact of crisis and trauma on individuals with mental health diagnoses (S5.C.2.f) (5%)</b>	Assignment meets exemplary criteria for identifying the impact of crisis and trauma on individuals with mental health diagnosis (S2.F.5.n)	Assignment meets proficient criteria for identifying the impact of crisis and trauma on individuals with mental health diagnosis (S2.F.5.n)	Assignment meets progressing criteria for identifying the impact of crisis and trauma on individuals with mental health diagnosis (S2.F.5.n)	Assignment meets emerging criteria for identifying the impact of crisis and trauma on individuals with mental health diagnosis (S2.F.5.n)
<b>QUALITY OF WRITING AND PROFESSIONAL STYLE - 20%</b>	Writing is scholarly and exceeds graduate-level writing expectations. The paper: Uses language that is clear, concise, and appropriate; has few if any errors in spelling, grammar, and syntax; is extremely well organized, logical, clear, and never confuses the reader; uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate; provides information about a source when citing or paraphrasing it.	Writing is scholarly and meets graduate-level writing expectations. The paper: Uses language that is clear; has a few errors in spelling, grammar, and syntax; is well organized, logical, and clear; uses original language and uses direct quotes when necessary and/or appropriate; provides information about a source when citing or paraphrasing it.	Writing is somewhat below graduate-level writing expectations: The paper: Uses language that is unclear and/or inappropriate; and/or has more than occasional errors in spelling, grammar, and syntax; and/or is poorly organized, is at times unclear and confusing, and has some problems with logical flow; and/or reflects an underuse of original language and an overuse of direct quotes and paraphrases; and/or sometimes lacks information about a source when citing or paraphrasing it.	Writing is well below graduate-level writing expectations: The paper: Uses unclear and inappropriate language; and/or has many errors in spelling, grammar, and syntax; and/or lacks organization in a way that creates confusion for the reader; and/or contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; and/or lacks information about a source when citing or paraphrasing it.
	The paper represents exceptional research,	The paper meets graduate-level	The paper is somewhat below graduate-level	The paper is substantially below

Written Assignment Rubric				
	Exemplary Criteria	Proficient Criteria	Progressing	Emerging
	<p>scholarship, and professional style. Paper content: Significantly contributes to the knowledge in the field; is well supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where appropriate) from a variety of primarily primary, peer-reviewed sources (rather than textbooks and websites); and consistently uses correct APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with very few or no errors.</p>	<p>expectations for research, scholarship, and professional style. Paper content: Contributes to knowledge in the field; is supported by current and pertinent research/evidence (within the previous 5 years, except for seminal, original research where appropriate) from a variety of peer-reviewed books and journals (rather than textbooks and websites); uses correct APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.) with only a few errors.</p>	<p>expectations for research, scholarship, and professional style. Paper content: does little to contribute to knowledge in the field; is often supported by research older than 5 years, secondary sources (textbooks and websites), and sources that lack in variety; and/or uses APA form and style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.), but has frequent errors.</p>	<p>graduate-level expectations for research, scholarship, and professional style. Paper content: Does not contribute to knowledge in the field; is, for the most part, unsupported by current (within the past 5 years), primary, and pertinent research/evidence from a variety of peer-reviewed books and journals; and/or does not use or contains pervasive errors in APA style (including citations, references, use of nonbiased language, clear organization, good editorial style, etc.).</p>
<b>100%</b>				

<b>Master degree requirement</b>	<b>MSC competency objectives</b>	<b>MSC 520: Crisis Intervention and Planning Behavioral Objectives</b>	<b>Assessment Measurements</b>
<p>Reflective Learning: To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications</p> <p>Reflective Practice: To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study</p>	<p>.</p> <p>To expose participants to historical, current, and emerging counseling methods that provide options for the best counseling practice.</p> <p>Learn to use research to effect program modification and improve counseling effectiveness</p> <p>Develop knowledge and skills necessary for self- growth and self-care for continued exemplary practice through time.</p> <p>Develop an understanding of the helping relationship</p> <p>Develop an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society.</p>	<p>Develop plans and procedures for individuals, organizations, and communities in crisis.</p> <p>.</p> <p>Acquire skills needed to effectively help individuals or groups in crisis.</p> <p>Demonstrate knowledge of various crisis situations and appropriate, culturally sensitive interventions.</p> <p>Gain insight into your personal reactions in crisis situations and apply this awareness to your own crisis intervention style.</p>	<p>Moodle discussion board participation</p> <p>Papers outlining crisis intervention plans</p> <p>Final exam</p> <p>Moodle discussion board participation</p> <p>Papers on related topics, including self evaluation</p> <p>Final exam</p>
<p>Reflective Scholarship: Understand the major theoretical perspectives within their field of study</p>	<p>Develop broad theoretical base that serves as the basis of a personal model of counseling.</p>	<p>Develop understanding of fundamental concepts, theories, strategies, and counseling skills needed to conduct effective crisis intervention.</p>	<p>Papers showing development of crisis plans</p> <p>Final exam</p>

