

Houston Graduate School of Theology
COU/PC 641 Crisis Intervention and Trauma Healing
Fall 2013 Mondays, 5:30 -8:15 pm
Instructor: Ria E. Baker, Ph.D., LPC-S
Email: rbaker@hgst.edu
Phone: 713-942-9505

The mission of Houston Graduate School of Theology is empowering spiritual leadership through the intellectual, spiritual, and vocational development of men and women in order to advance the gospel of Jesus Christ throughout the world.

I. Course Description

This course is designed to introduce students to basic crisis intervention strategies. The course addresses fundamental crisis intervention theory and offers practical applications in various crisis situations. Students will explore various assessment, intervention, and crisis treatment issues. Special emphasis will be placed on the impact of trauma on the individual, family, and community. Students will engage in crisis intervention role plays and practice applying specific interventions in crisis scenarios. Each student will engage in researching and compiling a comprehensive community resource guide for the local community.

II. Student Learning Outcomes

Upon completion of this course, the student will be able to:

- A.** Understand and apply concepts, competencies, and best practices related to crisis, trauma, and disaster events and responses
- B.** Analyze and apply theories and response models related to crisis, trauma, and disaster events
- C.** Analyze cultural, ethical, and legal considerations related to crisis, trauma, and disaster events and responses
- D.** Analyze implications and effects of vicarious trauma and apply self-care strategies to mitigate their effect
- E.** Analyze effects and apply interventions related to sexual trauma, crises in individuals and families, crises in the community, and national and global crises.
- F.** Evaluate appropriate use of diagnosis related to crisis, trauma, and disaster events
- G.** Analyze the role and importance of advocacy for counselors and survivors of crisis, trauma, and disaster events.
- H.** Course objectives are tied to assignments as listed in course.

III. Texts

Required Textbooks:

American Psychological Association. (2010). *Publication manual of the American*

Psychological Association (6th ed.). Washington, DC: Author.

Kanel, Kristi (2012). *A guide to crisis intervention* (4th ed.). Belmont, CA: Thomson

Brooks/Cole. ISBN: 0840034296

IV. Course Requirements

- A. Class Discussions:** Classes will consist of lectures, discussions, and media presentations, and it is in your best interest to attend class and participate in the class discussions on time and regularly. You will be assigned chapter and article readings. Please read the materials before class and come prepared to discuss them. You are responsible for all material that is presented during class time and presented in your textbook.
- B. Presentations:** Students will offer a 30-minute presentation on a crisis, trauma, or disaster topic (see bibliography for topics). An outline will be provided for the instructor and colleagues. The presentation will consist of: 1) a detailed description of the trauma or crisis; 2) a literature review summary of evidence-based practices to address this issue; and 3) a description of a (creative) intervention to address this crisis.
- C. Reflection Paper: Impact of Crisis, Trauma, and Disaster Events on Mental Health (2–3 pages).** Provide an analysis of the impact of crisis, trauma, and/or disaster on the mental health of the person presented in the case study (to be provided by instructor). Be specific and provide examples to illustrate. Briefly describe a personal example of crisis, trauma, or disaster, and explain the impact it has had on you and others. APA or Turabian format.
- D. Prevention of Vicarious Trauma: Self-Awareness and Self-Assessment (2–3 pages).** Summarize the results of the self-assessment. Explain what you learned about yourself as it relates to vicarious trauma. Describe three strategies that you might use to mitigate the effects of vicarious trauma, and explain why you selected each. Use the following assessment to complete this assignment:
Hudnall Stamm, B. (2005). Compassion fatigue self test. In Professional quality of life: Compassion satisfaction and fatigue subscales, R-IV (ProQOL).
Use the following link:
http://casat.unr.edu/docs/testa-smith.mary_ya.wa_08.pdf
APA or Turabian format.
- E. Midterm Exam:** The mid-term exam will cover the first half of the text content and lectures.
- F. Final Project:** For your Final Project, you will apply concepts, theories, and approaches presented in the course to a Crisis, Trauma, and Disaster Response Project. The project must be presented as a 13- to 15-page (not including references, title page, or abstract), double-spaced, APA-formatted project in the form of a paper.
- G.** Papers must be submitted in APA format (MAC students) or Turabian (MDiv students). See APA format handout from instructor.

V. Grading Scale

- | | | |
|-------------------------|-----------|--------------------|
| 1. Midterm Exam | 25 points | Oct. 28 |
| 2. Student Presentation | 20 points | see class schedule |

3. Reflection paper	10 points	Oct. 7
4. Prevention paper	10 points	Nov. 11
5. Final Project	25 points	Dec. 9
6. Attendance/Participation	10 points	

Semester grades will be assigned on the following basis:

Points	Grade	Points	Grade	Points	Grade	Points	Grade
96-100	A	88-91	B	80-83	C	69 & below	F
94-95	A-	86-87	B-	78-79	C-		
92-93	B+	84-85	C+	70-77	D		

VI. Policies

- A. Regular attendance and submission of assignments on due dates in syllabus is expected. Each student must talk to the instructor about circumstances affecting his or her ability to attend class and complete assignments. Attendance is required at scheduled classes and at the scheduled start time. The student could lose as much as a letter grade for excessive tardiness.
- In case of illness or emergency excused absence may be granted by the instructor. Unexcused absence will adversely affect the final grade. Three unexcused absences will automatically lower the grade by $\frac{1}{2}$ a letter (from A to A- etc.) Four unexcused absences will automatically lower the grade by a letter (from A to B). Six unexcused absences will result in a failing grade. Excused absences will not receive punitive reduction, but are likely to result in a lower grade. It is rarely possible to recover all the material that is lost when one is absent.
- B. Work is expected on the due date. Students should expect a grade reduction of up to one letter grade on late papers. Five points will deducted off of assignments that are submitted after the due date.
- C. Turnitin.com
1. All written assignments are subject to required submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
 2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
 3. Students will submit assignments by the due date and time, but they will still submit the assignments in a hard copy format.
- D. Electronic Equipment Usage in Classrooms
- It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

E. *Incompletes*

In cases of extenuating circumstances, and at the discretion of the instructor, a student may request and apply for an extension on all required assignments, which are not completed by the end of the semester or term, subject to a 5-point grade reduction on the final grade of each assignment. If an extension is granted, the instructor will record a grade of “I” (Incomplete) and set an extension of time, not to exceed thirty calendar days from the end of the class, within which to complete the work. Additional extensions may be granted only by the Academic Dean or Associate Dean and only after a student has petitioned the Dean in writing. If the course work is not completed within the extended time allotment, the grade of “I” will be converted to the grade earned by the student up to that point. The student is responsible to ensure that all necessary paperwork is submitted to the registrar’s office by the deadline published in the school calendar.

F. *Plagiarism*

Plagiarism is presenting the work of another person as one’s own without giving proper credit for the use of the information. Students must not quote books, articles, essays, or Internet sites without giving proper credit to the author(s). Students should guard against plagiarism by crediting the original author through use of proper citations. Internet plagiarism is a particularly easy and tempting form of intellectual theft. Cutting and pasting sentences and paragraphs from the Internet without citations is plagiarism. Failure to cite Internet sources is plagiarism. Any student who is found guilty of plagiarism is subject to a range of consequences as outlined below.

1. If a faculty member suspects plagiarism, the instructor will investigate. If suspicions are confirmed, the faculty member will present the evidence to the appropriate Associate Dean as a record of the offense. If the Associate Dean concurs with the allegations, the following procedures should be implemented as applicable:
 - The faculty member may discuss the offense with the student following consultation with the Associate Dean, but the student will meet with the Associate Dean.
 - For a first offense, the faculty member, in consultation with the Associate Dean, may give opportunity for a rewrite of the assignment or may assign a grade of zero for the plagiarized assignment.
 - For a particularly egregious case of plagiarism on a major assignment, the consequences could result in automatic failure of the course.
2. The student may appeal the above-mentioned decisions of the faculty member in writing to the Academic Dean.
3. The second confirmed offense will result in expulsion from school. The student will be notified by a letter from the Academic Dean. His or her only opportunity for appeal will be to the President in writing. The President’s decision will be final.

G. *Library Usage*

A student’s ability to get the most out of library resources will enhance the possibility of earning a high grade in this class. Therefore, students should consider using, in addition to the HGST library, one or more of the following libraries.

1. *Houston Public Library*— Any resident of Texas can obtain a free Houston Public Library card. Library cardholders have access to all of the books in the library system as well as the use of free interlibrary loans, meaning that HPL cardholders can borrow almost any book available. Cardholders can use the library’s website,

- www.houstonlibrary.org, to search the catalog and manage interlibrary loans. The website also contains links to WorldCat and other online databases that will enhance your research. The HPL location that is closest to HGST, the Collier Regional Branch (832-393-1740), is located at 6200 Pinemont, which is less than three miles from campus. A better option would be the newly expanded and renovated Central Library (832-393-1313), which is located downtown at 500 McKinney. In addition, HPL has many other locations. The HGST library can give you an application for an HPL library card, or you can print the application form from their website.
2. *Fondren Library at Rice University*— The Fondren Library (713-348-5113) is located at 6100 Main. Please visit www.rice.edu/fondren for more information. The procedure for borrowing books at the Fondren Library is, first, go to the online catalog [www.rice.edu/fondren] to search for available books; second, go to the HGST library and fill out a form, signed by HGST library personnel, to take with you to the Fondren Library for each book; third, retrieve the book(s) yourself; fourth, take the book(s) and the signed form to the circulation desk to complete checkout (return the yellow copy to the HGST library; when the book(s) are returned to the Fondren Library, they will indicate so on the pink and gold copies; return the pink copy to the HGST Library and keep the gold copy for your records).
 3. Lanier Theological Library is a new resource for scholarly theological research in the Houston area. The library is open to the public, Monday, Wednesday-Friday, 9:00 AM - 5:00 PM, and Tuesday, 9:00 AM - 9:00 PM. The library is a research library with no circulation privileges. Nonetheless, students should consider Lanier Library to be a valuable research option. The catalog of Lanier Library is available online: <http://alexandria.lanierlibrary.net/#>.
 4. *Cardinal Beran Library at St Mary's Seminary*—the home of an extensive theological library, St Mary's Seminary (713-686-4345) is located at 9845 Memorial Drive, only 4.6 miles from HGST. For more information, please visit <http://beran.stthom.edu>. The Doherty Library on the main campus of University of St Thomas is also an option.
 5. *Library of the Presbytery of the New Covenant* – as an HGST student you have borrowing privileges at this library located at 1110 Lovett Blvd, Houston. To search their online catalog, go to <http://www.pbyofnewcovenant.org/cgi-bin/rqm/rqm.cgi>.
 6. Other options include Harris County Public Library (www.hcpl.net) and the libraries at the University of Houston and Houston Baptist University.

VII. Notes for Writing Assignments

- A. Writing assignments should conform to Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th Edition. This includes matters of style and format. Counseling students should pay particular attention to the *Manual* guidelines on submission of academic papers.
- B. The instructor requires the use of footnotes for documentation. The student should number pages. According to Turabian, page numbers should be in the upper right hand corner, except for the first page of the paper (not counting the title page). Margins should be one inch on all four sides, except where major headings require a two-inch top margin.

- C. The student should utilize 12-point Times New Roman font throughout. The instructor prefers that the student **not** use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.
- D. Critical or formal writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly. Failure to do so will be penalized.
1. Avoid 1st or 2nd person references (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
 2. Never use contractions.
 3. Avoid passive voice construction (i.e. The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
 4. Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
 5. Spellcheck! Spellcheck! Spellcheck! Dr. Baker does not tolerate misspelled words. Failure to spellcheck will result in a substantive reduction on the grade for written assignments.
 6. Grammar check works as well!
 7. All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
 8. Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

VIII. Class and Reading Schedule

**Due Dates for Assignments are Marked by Asterisks*

Selected readings should be completed prior to class discussion on the topic

Class Schedule

Aug. 26	Course Introduction Crisis Defined
Sept. 2	Labor Day – No class
Sept. 9	Readings <ul style="list-style-type: none"> • Kanel, Chapter 1 - What is a Crisis? • Article: Myer, R. A., & Moore, H. B. (2006). Crisis in context theory: An ecological model. <i>Journal of Counseling & Development, 84</i>(2), 139–147. • Article: Greene, R. R. (2007). Reflections on Hurricane Katrina by older adults: Three case studies in resiliency and survivorship. <i>Journal of Human Behavior in the Social Environment, 16</i>(4), 57–74. • Article: Ruzek, J. I., Brymer, M. J., Jacobs, A. K., Layne, C. M.,

Vernberg, E. M., & Watson, P. J. (2007). Psychological first aid. *Journal of Mental Health Counseling*, 29(1), 17–49.

Sept. 16	<p>Readings</p> <ul style="list-style-type: none"> • Kanel, Chapter 2, The History of Crisis Intervention • Article: Luber, M., & Shapiro, F. (2009). Interview with Francine Shapiro: Historical overview, present issues, and future directions of EMDR. <i>Journal of EMDR Practice & Research</i>, 3(4), 217–231. • Article: Dass-Brailsford, P. (2008). After the storm: Recognition, recovery, and reconstruction. <i>Professional Psychology: Research and Practice</i>, 39(1), 24–30.
----------	--

Sept. 23	<p>Readings</p> <ul style="list-style-type: none"> • Kanel, Chapter 3 – Ethical and Professional Issues • Article: Substance Abuse and Mental Health Services Administration: Center for Mental Health Services. (2003). <i>Developing cultural competence in disaster mental health programs: Guiding principles and recommendations</i>. Retrieved from http://mentalhealth.samhsa.gov/publications/allpubs/SMA03-3828/default.asp
----------	---

Sept. 30	<p>Readings</p> <ul style="list-style-type: none"> • Kanel, Chap. 4 – The ABC Model of Crisis Intervention • Article: Roberts, A. R., & Ottens, A. J. (2005). The seven-stage crisis intervention model: A road map to goal attainment, problem solving, and crisis resolution. <i>Brief Treatment and Crisis Intervention</i>, 5(4), 329–339.
----------	--

Oct. 7	<p>Readings</p> <ul style="list-style-type: none"> • Kanel, Chapter 5 – Suicide, Homicide, and Psychotic Crises <p><u>*REFLECTION PAPER DUE</u></p>
--------	---

Oct. 14	<p>*Student Presentations</p> <p>Readings</p> <ul style="list-style-type: none"> • Kanel, Chapter 6 – Cultural Sensitivity in Crisis Intervention • Article: Goodman, R. D., & West-Olatunji, C. A. (2009). Applying critical consciousness: Culturally competent disaster response outcomes. <i>Journal of Counseling & Development, 87</i>(4), 458–465.
---------	--

Oct. 21	<p>*Student Presentations</p> <p>Readings</p> <ul style="list-style-type: none"> • Kanel, Chapter 7 - Developmental Crises • Article: Igelman, R., Taylor, N., Gilbert, A., Ryan, B., Steinberg, A., Wilson, C., & Mann, G. (2007). Creating more trauma-informed services for children using assessment-focused tools. <i>Child Welfare, 86</i>(5), 15–33. • Article: Myer, R. A., Peterson, S. E., & Willow, R. A. (2002). Assessment of children and adolescents in crisis. <i>Trauma and Loss: Research and Interventions, 2</i>(1), 2–12. • Article: Whitbourne, S. K., Sneed, J. R., & Sayer, A. (2009). Psychosocial development from college through midlife: A 34-year sequential study. <i>Developmental Psychology, 45</i>(5), 1328–1340. • Article: Allen, K. P. (2010). A bullying intervention system: Reducing risk and creating support for aggressive students. <i>Preventing School Failure, 54</i>(3), 199–209. • Article: Koffman, S., Ray, A., Berg, S., Covington, L., Albarran, N. M., & Vasquez, M. (2009). Impact of a comprehensive whole child intervention and prevention program among youths at risk of gang involvement and other forms of delinquency. <i>Children & Schools, 31</i>(4), 239–245. • Article: Margolin, G., Ramos, M. C., & Guran, E. L. (2010). Earthquakes and children: The role of psychologists with families and communities. <i>Professional Psychology: Research and Practice, 41</i>(1), 1–9.
Oct. 28	Midterm Exam – Chap 1 – 8.

Nov. 4	*Student presentations
--------	-------------------------------

	<p>Readings</p> <ul style="list-style-type: none"> • Kanel, Chap. 8 - Crises of Loss • Kanel, Chapter 9 – Natural Disasters, Manmade Disasters, and Trauma Response • Article: Goff, B. S. N., Crow, J. R., Reisbig, A. M. J., & Hamilton, S. (2007). The impact of individual trauma symptoms of deployed soldiers on relationship satisfaction. <i>Journal of Family Psychology, 21</i>(3), 344–353. • Article: Miller, L. (2002). Psychological interventions for terroristic trauma: Symptoms, syndromes, and treatment strategies. <i>Psychotherapy: Theory, Research, Practice, Training, 39</i>(4), 283–296. • Article: Renshaw, K. D., Rodrigues, C. S., & Jones, D. H. (2008). Psychological symptoms and marital satisfaction in spouses of Operation Iraqi Freedom veterans: Relationships with spouses' perceptions of veterans' experiences and symptoms. <i>Journal of Family Psychology, 22</i>(4), 586–594. • Article: Updegraff, J. A., Silver, R. C., & Holman, E. A. (2008). Searching for and finding meaning in collective trauma: Results from a national longitudinal study of the 9/11 terrorist attacks. <i>Journal of Personality and Social Psychology, 95</i>(3), 709–722.
--	---

Nov. 11

Nov. 11	<p>Readings</p> <ul style="list-style-type: none"> • Kanel, Chapter 10, Crises of Personal Victimization: Child Abuse. Elder Abuse, Intimate Partner Abuse, and Sexual Assault. • Article: Hunter, S. V. (2009). Beyond surviving: Gender differences in response to early sexual experiences with adults. <i>Journal of Family Issues, 30</i>(3), 391–412. • Article: Kress, V. E. W., Trippany, R. L., & Nolan, J. M. (2003). Responding to sexual assault victims: Considerations for college counselors. <i>Journal of College Counseling, 6</i>(2), 124–133. • Article: Putnam, S. E. (2009). The monsters in my head: Posttraumatic stress disorder and the child survivor of sexual abuse. <i>Journal of Counseling & Development, 87</i>(1), 80–89. • Article: Sorsoli, L., Kia-Keating, M., & Grossman, F. K. (2008). 'I keep
---------	---

	<p>that hush-hush’: Male survivors of sexual abuse and the challenges of disclosure. <i>Journal of Counseling Psychology</i>, 55(3), 333–345.</p> <ul style="list-style-type: none"> • Article: Isaacs, T. (2001). Domestic violence and hate crimes: Acknowledging two levels of responsibility. <i>Criminal Justice Ethics</i>, 20(2), 31–43. <p><u>*Prevention of Vicarious Trauma ASSIGNMENT DUE</u></p>
Nov 18	<p>Readings</p> <ul style="list-style-type: none"> • Kanel, Chapter 11 – Crises Related to Substance Abuse • Article: Substance Abuse and Mental Health Services Administration: National Mental Health Information Center. (n.d.). <i>Disaster counseling</i>. Retrieved April 16, 2010, from http://mentalhealth.samhsa.gov/publications/allpubs/KEN-01-0096/default.asp

Nov. 25 – No class – Happy Thanksgiving!

Dec. 2	<p>Special topic: Certification for Crisis Response Counselors</p> <p>*Student will bring local crisis and trauma resource/information to class to compile a comprehensive guide to crisis intervention in Houston, TX.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Article: Association of Traumatic Stress Specialists. (2008). <i>Certification recognition: Certified trauma specialist (CTS)</i>. Retrieved from http://www.atss.info/cts.htm • Article: International Critical Incident Stress Foundation. (2008). <i>Certificate of specialized training program</i>. Retrieved from http://www.icisf.org/cost/ • Article: EMDR International Association. (n.d.). <i>EMDRIA certification in EMDR</i>. Retrieved May 25, 2010 http://www.emdria.org/displaycommon.cfm?an=1&subarticlenbr=41
Dec. 9	<p>*FINAL PROJECT DUE</p>

The professor of record reserves the right to adjust classroom topics as the course develops.

IX. Bibliography

An extensive bibliography is listed on instructor’s course site.