



## COUN 8280 | CRISIS INTERVENTION STRATEGIES & TECHNIQUES | FALL 2023

### PREREQUISITES

N/A

### COURSE DESCRIPTION AND CONTENT AREAS

This course is a didactic and applied course focused on crisis and trauma theory and interventions. Students will learn foundational knowledge in addition to practical ways to integrate and apply this knowledge in various settings and with various client populations.

This course will present approaches to crisis intervention which include definitions and characteristics of a crisis, a brief history of crisis intervention and associated theories/models and a practice of skills for intervention and crisis case management. Topics will include applied therapeutic counseling strategies in general casework and in crisis intervention cases which describe actual techniques to alleviate the crisis.

The counseling graduate degree requires an understanding of crisis intervention. This course is designed to enhance the skill level of counseling candidates and broaden the focus of competency by teaching crisis management intervention skills for use with a wide range of clients in crisis.

### Goals

After completing this course, successful students shall be able to:

- Demonstrate knowledge of the history of crisis and trauma intervention and the associated theories and models
- Apply specific crisis and trauma intervention techniques for use in various setting sand populations
- Apply the Question Persuade and Respond; the CSSR-S Assessment; and the primary tenets of Trauma-informed care and its application

### Objectives

These course objectives relate to the College of Education's Mission to prepare exemplary professionals as dedicated practitioners, reflective scholars, and responsible citizens who make a positive difference in diverse communities.



- Candidates can identify counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma causing event;
- Candidates will identify self-care strategies appropriate to the counselor role;
- Candidates will demonstrate knowledge of individual, couple, family, group and community strategies for working with and advocating for diverse populations, including multicultural competency
- Candidates will demonstrate the effects crises, disasters, and other trauma causing events on persons of all ages;
- Candidates will demonstrate the effects of interrelationships among and between work, family and other life roles and factors including the role of multicultural issues in career development;
- Candidates will demonstrate knowledge of counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field, so they begin to develop a personal model of counseling.
- Candidates will demonstrate knowledge of crisis interventions and suicide prevention models, including the use of psychological first aid;
- Candidates will demonstrate knowledge of social and cultural factors relations to the assessment and evaluation of individuals groups and specific populations;
- Candidates will demonstrate ethical strategies for selecting, administering and interpreting assessment and evaluation instruments and techniques in counseling;
- Candidates will make use or research to inform evidence-based practice and;
- Candidates will be able to explain the difference between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma - causing events.

**COURSE WEBSITE**

You will participate in this course using the [UNO Canvas learning management platform system](#). Once you are in the platform you can learn how to use Canvas effectively, by clicking the “Help” link on the top right of the course page on Canvas.

**KNOWLEDGE, SKILLS AND LEARNING OUTCOMES AND CACREP STANDARDS CHART**

**CACREP Standards Chart**

Clinical Mental Health Standard(s)	Assignment/Learning Activity
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2.f. Impact of crisis and trauma on individuals with mental health diagnoses	Week 10: Assessment and Diagnosis of Stress and Trauma-Related Disorders
2.g. Impact of biological and neurological mechanisms on mental health	Week 2 videos and lecture
<b>Professional Identity Curriculum Standard(s)</b>	<b>Assignment/Learning Activity</b>
F.1.c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Week 5 and Week 6: De-escalation and Crisis Intervention Models & Group Crisis intervention and Psychological First Aid
F.1.i. Self-care strategies appropriate to the counselor role	On-going: Wellness assignment and activity
F.3.g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan	Week 9: Developmental and childhood trauma
F.5.i. Suicide prevention models and strategies	Week 4 lecture; C-SSRS training video
F.5.m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Week 6: group crisis intervention and psychological first aid
F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Week 4: Suicide and homicide assessment
F.7.d. Procedures for identifying trauma and abuse and for reporting abuse	Week 9: Developmental & Childhood Trauma & Week 10 Assessment and Diagnosis of Stress and Trauma-Related Disorders

**Key Performance Indicator**

<b>Key Performance Indicator</b>	<b>Course and Assessment Assignments</b>	<b>CACREP 2016 Standards</b>
<p><b><u>KSPI 8</u></b></p> <p>Students will demonstrate knowledge and apply research methods with diverse clients and systems.</p> <p>*Knowledge Three-point Scale</p>	<p><b>COUN 8280 Crisis Annotated Bibliography Assignment:</b> (Formative Evaluation) Students will create an annotated bibliography synthesizing and analyzing peer reviewed research in counseling.</p>	<p>2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</p> <p>2.F.8.g. designs used in research and program evaluation</p>



3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards		2.F.8.i. analysis and use of data in counseling
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## COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

- 2.f. Impact of crisis and trauma on individuals with mental health diagnoses
- 2.g. Impact of biological and neurological mechanisms on mental health
- F.1.c. Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- F.1.i. Self-care strategies appropriate to the counselor role
- F.3.g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- F.5.i. Suicide prevention models and strategies
- F.5.m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- F.7.d. Procedures for identifying trauma and abuse and for reporting abuse

## CACREP STATEMENT

This course is designed to develop competence identified by and in compliance with the CACREP for Masters level standards relevant to this course. Additional standards addressed in COUN 8200 are included in the Standards Chart at the end of this course outline.

## COURSE REQUIREMENTS AND METHODS OF INSTRUCTION

### Required Text

Herman, J. L. (1997). Trauma and recovery. New York: BasicBooks.

Substance Abuse and Mental Health Services Administration. (2015). Trauma - informed care in behavioral health services: Quick guide for clinicians. HHS Publication No. (SMA)15-4912. Available from: TIP 57: Trauma-Informed Care in Behavioral Health Services

### Recommended Text

Briere, J. N., & Scott, C. (2015). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment(2nded.). Thousand Oaks, CA: SAGE.

### Sensitive Nature Of Class



Because of the intensity inherent in crises, you may have strong reactions to topics and cases presented throughout the semester. In some cases, course information may lead you to be more aware of your previous experiences related to crisis and trauma. In other cases, you may find yourself struggling with a recent or developing crisis and unable to focus on course demands. Many of these reactions are normal and may be handled within a safe classroom environment and via counseling sessions available at Student Counseling Services or in the community. In some cases, the nature of this course may be detrimental to your healing. If you have any questions regarding whether this is the appropriate time for you to enroll in this course, please make an appointment to discuss your concerns as soon as possible.

We will address the difficulty of the material in a number of ways. In our first-class period, we will talk about how you can take care of yourself while taking this class. Here are some suggestions, both for what you can do this semester and what you can do in the future to take care of yourself:

- Pair up with another person (or persons) in this class (or outside of this class) with whom you are comfortable sharing sensitive and personal material. Plan a time weekly when you can address issues that arise for you from taking this class. Alternatively, you might want to find a group of individuals with whom you can occasionally process material from this class. Remember as well that this material may also be difficult for the person with whom you talk.
- Keep a journal to allow time to process the material in this class and its effect upon you.
- Plan some downtime after doing the readings so that you can distance yourself from the material before going to sleep.
- Make sure that significant others in your life are aware that you are taking this course and that it often deals with very hard material. Let them support you when you need it.
- Make sure to plan some time each week that allows you to get away from this material. This could be “silly” time, sports time, physical exercise, or any method that allows you a release.
- If you are a survivor of abuse or other significant trauma, you are probably already aware that this class may bring up personal issues for you. Give special attention to how you will address those issues. If you are not working with a therapist, you might want to consider doing so for a brief period. Otherwise, please consider whom you can talk with about the effect of this class on you. Both now and as a future clinician you will need to have resources for working with difficult materials. The other unique issue you will face as a clinician is the entanglement of your issues with those of the client. Good supervision, insight, and a previous working-through process for your own abuse will be important for working with other survivors, including children or adolescents.



- Set up a time to meet with me so we can strategize about how to attend to your needs over the semester. We will also have certain practices in class designed to allow for the difficulty of the material. Because part of what we must learn as clinicians working with survivors is how to maintain appropriate boundaries with our clients, however, class time will be devoted to the development of the professional. This practice is not meant to negate or minimize your experience, but to stress the importance of setting up in advance ways of taking care of yourself this semester. If you need help considering how to do this, please set up an appointment with me.
- There are also university counseling services that can be accessed through this website: <https://www.unomaha.edu/student-life/wellness/counseling-and-psychological-services/index.php>
- The national crisis line can be reached at:1-800-273-8255

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### TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
- Open Canvas in a Mozilla Firefox browser

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### TECHNICAL SUPPORT

You may also receive support from

- Information Technology Services Technical Support (human support)  
[unohelpdesk@nebraska.edu](mailto:unohelpdesk@nebraska.edu)  
402-554-4347 (HELP)  
Epley Administration Building, Room 104  
Monday – Friday 8:00 to 5:00 pm

## DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

The following assignments are utilized throughout the course to demonstrate mastery of CACREP standards included in this course outline:

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### ANNOTATED BIBLIOGRAPHY (30 POINTS)



An annotated bibliography consisting of 6 reference resources. The bibliography is to consist of both current and benchmark materials. No more than 2 of the articles reviewed may come from non refereed electronic journals. Additionally, no more than 2 articles can be over 10 years old, and these must be seminal texts (pivotal or landmark studies). If you are unsure if an article is a seminal text in your area of interest, please feel free to ask. All citations must be consistent with the most updated version of the American Psychological Association citation standards. Please arrange for an electronic copy of the bibliography to be provided for course participants. **Submit your topic area for approval PRIOR to beginning this assignment.**

Course participants can choose from one of the following subject areas or submit a novel area to be approved by the instructor: 1. Disability issues; 2. Suicide (Select a specific age cohort such as adolescent, college aged, mid-life, elderly); 3. Enactment of the Advanced Declaration (Living Will); 4. Post-trauma symptomatology; 5. Current treatment of PTSD; 6. Multicultural concerns in crisis intervention; 7. The role of spirituality/religion in adaptation to trauma; 8. Bereavement – normal vs. complicated; 9. Caregiver fatigue; 10. Trends in victimology; 11. Survivor/victim issues associated with one of the following categories: homicide, domestic battery, relationship violence including stalking, sexual assault as adult or child, hate crimes; 12. Emergency medical and public safety intervention models; 13. DSM-5 trauma diagnosis categories and related issues; 14. DSM-5 diagnosis categories and related issues as compared to DSM-IV TR 15. Disaster response (agencies and models); 16. Assessment of trauma history and impact of events; 17. Intervention and treatment outcome studies; 18. Impact of trauma on early childhood; 19. Public/private school intervention models; 20. Role and efficacy of community/national hotline services; 21. Certification of crisis/trauma intervention specialists; 22. The neuropsychological response to trauma/current trends in research; 22. Post-trauma growth and resilience; 23. Impacts of trauma in adulthood; 24. Vulnerable populations such as but not limited to the LGBTQ+ community, indigenous communities, and other minority communities; 25. Early childhood caregiver and child separation; 26. Intergenerational trauma.

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### FINAL EXAM (20 POINTS)

Students are required to respond to multiple-choice questions demonstrating their ability to understand crisis and trauma conceptualize, theories, and interventions. Attention to neurobiological, developmental, systematic, and multicultural implications are required to receive full credit. This assignment is an integration of all course content presented throughout the semester, and will require review of notes, course materials, class PowerPoints, handouts, and any additional material used to facilitate learning in the course. This is an independent assignment and all material that is not original must be properly cited. All forms of plagiarism and cheating, including collaboration with classmates, will be taken seriously. This assignment will be discussed in greater length closer to the end of the semester.



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### PARTICIPATION/WELLNESS ACTIVITY (40 POINTS)

Participation is an integral part of this course. We will use large group discussion, small group discussion, and talk in pairs to reflect on course material. You will be asked to be active participants during lectures by asking questions, adding information from your readings, and sharing your personal reactions. Each week, students are required to work in pairs to demonstrate a wellness activity at the end of each class period (one group per week). Pairs and weeks will be assigned, and students will be required to provide all materials to facilitate their activity, each pair will be assigned to a day and provided 15 minute to facilitate their activity and debrief with the class. Additionally, class will open and close with a check-in, all students are expected to participate. Finally, on certain weeks to discuss course readings students will be placed in groups to discuss the article and present pertinent information to the class.

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### DEMONSTRATIONS (15 POINTS EACH, 30 POINTS TOTAL)

You are required to complete three demonstrations during this class. 1.) Demonstrating the skills learned in QPR; 2.) Demonstrating using the C-SSRS assessment. Each of these demonstrations should be a minimum of 10 minutes in length and should include 5 minutes of debriefing with the “client” and the observer. During the demonstration, the observer will complete a short evaluation form for the counselor. After the demonstration is completed, the observer will sign the evaluation form and provide it to the counselor to turn in. Additionally, the counselor must complete a self-assessment. Every observer evaluation form, self-assessment, and video must be turned in. Videos will be turned in using VidGrid (<https://app.vidgrid.com>) and evaluations forms will be turned in on canvas. You should be able to access and manage all your videos through the “UNO Academic Video” tab on canvas.

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### WEEKLY WONDERMENTS (32.5 POINTS TOTAL)

You will complete 13 Weekly Wonderments answering these three questions:

- 1) What were one or two things you learned or found meaningful and why?
- 2) What questions do you have you didn't ask?
- 3) How are you doing? (You are important!) This is an opportunity to talk about what stresses, accomplishments, frustrations, etc.

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### IMPLICIT BIAS AND ROBERT SAPOLSKY REFLECTIONS (5 POINTS EACH, 15 POINTS TOTAL)

You are required to complete two FlipGrid reflections and you have the option to do a written or video reflection for the Robert Sapolsky lecture. You will be completing a total of 2 implicit





bias reflections throughout the semester and will be provided prompts to reflect on different biases that may impact your work with clients in crisis:

- Robert Sapolsky Lecture
  - Written OR Video
- Weapons
  - FlipGrid
- Disabilities
  - FlipGrid

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### CASE STUDY (50 POINTS)

Students will be required to choose from the following movies/shows related to children or adults in crisis or that have experienced traumatic events: (1) Finding Nemo (Nemo), (2) Black Panther (Killmonger), (3) Harry Potter (Harry- any age), (4) Handmaid's Tale (June- any season), (5) Iron Man (Tony Stark- any movie), (6) Ted Lasso, (7) Wanda Vision. Please note these movies may contain graphic content or profanity. Any student uncomfortable with this should contact the instructor immediately to discuss a different case study. Students are responsible for gaining access to one of these movies/TV shows but may contact the instructor to discuss potential options. Students will watch their chosen movie/TV show through the lens of a crisis/trauma counselor and complete a 2-3 page reflection paper or 5–10 minute video applying crisis and/or trauma content to your character.

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### EXTRA CREDIT (2 POINTS)

1.) Attend a trauma or crisis focused webinar or conference, provide proof of attending a session specific to a population or setting of interest and trauma/crisis content, write a short reflection (250-500 words) on what you learned in that session and how it applies to your clinical work. If you need help finding a free one, please let me know. Also keep an eye out for training offered by CSI and that I send out to the class in announcements.

OR

2.) Complete the Trauma-Focused CBT module and upload the finished certificate.  
<https://tfcbt2.musc.edu/introduction> (one-time cost\$35)

### OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.



Assignment	Points
<b>Annotated Bibliography</b>	30
<b>Participation/Wellness Activity</b>	55
<b>Demonstrations</b>	30
<b>Reflections</b>	40
<b>Weekly Wonderments</b>	32.5
<b>Case Study</b>	50
<b>Final Exam</b>	20
<b>Extra Credit</b>	5
<b>Total</b>	<b>360</b>

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GRADING SCALE

90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D; 00-59%=F

Note: If you are on track for a D, you are failing the course.

UNIVERSITY POLICIES

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ACCOMMODATIONS

The University of Nebraska at Omaha is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request.

Reasonable accommodations are provided for students who are registered with [Accessibility Services Center](#) (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu).)

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ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Academic and Student Affairs](#) for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

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TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Title IX website](#) to learn more. If you are seeking help and would like to speak to someone confidentially, you can contact the [Counseling and Psychological Services](#) (CAPS) or [Gender and Sexuality Resource Center](#).



It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to UNO's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

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## CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see [Student Conduct and Community Standards](#).

## GRADING POLICIES

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### GRADE APPEAL

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.

You will find the Department of Counseling grade appeal policy in the Student Handbook:

<https://www.unomaha.edu/college-of-education-health-and-human-sciences/counseling/student-resources/student-handbook-fall-2022.pdf>

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### DROPPING A COURSE

A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the [Academic Calendar](#). If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript.

Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.



## COURSE EXPECTATIONS

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### CLASSROOM CIVILITY

It is important to build a classroom climate that is welcoming and safe for everyone. Please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or other negative language that may exclude members of our campus and classroom community.

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### PARTICIPATION AND ABSENCE

This class operates in a graduate seminar format, where everyone is expected to attend regularly and actively participate in the discussion and learning activities. You need to come prepared with dialogue, questions, comments, and having read the assigned text materials. Absences and lack of class readiness will lower the final grade in this course. Class participation expectations include: constructive feedback for peers, preparation for class, attendance and punctuality, review of professional literature.

Active use of your UNO email and Canvas is required. If you do not have internet access or printing capabilities from home, plan to spend time in the library or one of the computer labs on campus. There are no excuses for not being able to access information or turn in work.

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### GRADUATE LEVEL WRITING

Graduate level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class. Reference citations should always be included where needed according to APA writing style. Not meeting these criteria will be reflected in your grade for that writing assignment.

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### LATE WORK

Assignments are due at the time provided on canvas. At the beginning of the semester, I recommend going through and noting all of the times for submissions. Late assignments will not be accepted unless you have explicit permission for an extension prior to the assignment due date. I typically am willing to provide an extension on an assignment as long as you are proactive in asking for one. Please consult with the instructor as early as possible if there are extenuating circumstances.

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### RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.



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### PROFESSIONALISM/PRESERVING CONFIDENTIALITY

This course is part of a professional degree program, students are counselors in training, and thus professionalism is expected at all times, whether a student is in class or recording a session with a client. Client confidentiality and the content of practice sessions both in and out of class are crucial elements of ethical conduct; honor your working relationship with your peers. A student's participation grade will be affected if unprofessional behavior is exhibited.

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### FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of the professor is prohibited. All copies and recordings remain the property of UNO and the professor. UNO and the instructor reserve the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

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### ESSENTIAL COURSE OBJECTIVES

The following course elements constitute as essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course.

1. Ongoing asynchronous and face-to-face, synchronous active participation and attendance for course lectures, class discussions, and guest speakers.
2. Ongoing asynchronous and face-to-face, synchronous group collaboration for the group presentation project, including active remote synchronous participation and attendance for group presentations;
3. Consistent online access to Canvas, VidGrid, Zoom, and UNO email for synchronous and asynchronous course instruction, connection with faculty and students, and submission of course assignments.
4. Due dates on assignments that require peer interaction, including but not limited to: group assignments, discussion boards, peer reviews, and video discussions are inflexible and do not qualify for an extension or modified due date

\*If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.