



COLLEGE OF EDUCATION

CLINICAL MENTAL HEALTH COUNSELING

*Preparing diverse, ethical, reflective, and clinically skilled counselors
to be multicultural and social justice leaders and advocates.*

Crisis Counseling

SYLLABUS | Spring 2023

Course Description: This course is designed to give students a theoretical and practical background of crisis intervention in school, post-secondary, mental health and addictions treatment settings. Students will learn approaches to suicide prevention, assessment and intervention in addition to evidenced based practices in managing other crisis situations. Registration restrictions may be bypassed by the department with permission of instructor.

Graduate Bulletin Description: Registration restrictions may be bypassed by the department with permission of instructor.

Course Purpose:

1. An understanding of the concepts of crisis, emergency, crisis intervention, emergency intervention, suicide prevention and suicide intervention.
2. An understanding of crisis theory, including several models of crisis intervention, as well as understanding the similarities and differences between crisis intervention and psychotherapy.
3. An awareness of several of the most common crises in contemporary society, as well as the generic crisis intervention model that applies to each.
4. A thorough understanding of the risk factors for suicide, and how they relate to demographic, social, and diagnostic variables.
5. A thorough understanding of the risk factors for interpersonal violence, and how they relate to demographic, social, and diagnostic variables.

Informed Consent Disclaimer: Please note that within the clinical mental health concentration sensitive information and or personal life experiences may be highlighted. All instructor feedback will be focused on the application of course concepts and clinical writing to hone clinical language and conceptualization skillsets. Please assess the appropriate level of personal disclosure to facilitate the learning process and omit any sensitive information that may not be suitable for an academic setting. While case scenarios and character case reviews may be required, please refrain from any false personal references to suicidality, severe substance use, violence, or psychosis.

Course information

Course code: COUNO 5700
Credits: 3
Location: Online Asynchronous

Instructor information

Instructor:
Phone:
Email:

Text & Materials**Required Texts, Reading Materials, and Technology**

Duffey, T., & Haberstroh, S. (2020). *Introduction to Crisis and Trauma Counseling*. Wiley Professional Development
ISBN-13 978-1556203772

Menakem, R. (2017) *My Grandmother's Hands: Racialized Trauma and our Pathway to Mending Our Hearts and Bodies*. Central Recovery Press
ISBN-13 978-1942094470

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington DC: Author.
ISBN-13: 978-1433832178

Other Readings:

Additional readings assigned by the professor are made available on Canvas. The following books were used in the creation of Body Centered Practices that are available on Canvas:

Levine, P. (2008). *Healing Trauma: A Pioneering Program for Restoring the Wisdom of Your Body*. Sounds True

Menakem, R. (2017) *My Grandmother's Hands: Racialized Trauma and our Pathway to Mending Our Hearts and Bodies*. Central Recovery Press

Rothschild, B. (2000) *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*. W.W. Norton and Company Inc.

Technology:

Students must have a laptop/desktop as well as access to the internet. All students are expected to be proficient with technology. This includes ability to use Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS (SU's learning management system), Zoom, and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail servicedesk@seattleu.edu or visit <http://www.seattleu.edu/its/> for assistance with SU technology.

Course Rationale: Professional Standards

CACREP Standards

Section II: Professional Counseling Identity

E. Current counseling-related research in the curriculum.

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- f. help-seeking behaviors of diverse clients

3. HUMAN GROWTH AND DEVELOPMENT

- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

5. COUNSELING AND HELPING RELATIONSHIPS

- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

7. ASSESSMENT AND TESTING

- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse

SECTION 5: CMHC

2. CONTEXTUAL DIMENSIONS

- f. impact of crisis and trauma on individuals with mental health diagnoses

Course Objectives and Key Performance Indicators

- Increase knowledge of assessment tools, evidenced based practices, and relational approaches to crisis and trauma.
- Think critically and ethically about how power, privilege, culture, and context play a role in crisis and trauma recovery.
- Apply relational cultural counseling skills, advocacy, and research to systems in communities to adeptly foster growth and healing of those crisis impacted.

- Gain skill in supporting prevention, intervention and recovery efforts in crisis work, as well as understand the counseling role in existing crisis systems.

Office Hours

Office Hours are on _____

Office Hours are on **Zoom** and can be accessed through the Zoom link in our Canvas course. Please note that this is the time I will have a Zoom meeting open for drop-ins but if you need to schedule another time, please email me.

Response Times

The best way to reach me is to use _____. I check my Seattle University email regularly. You can email me at any time. You can expect a response within 2 business days.

Methods of Instruction

Change in Delivery of Instruction

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

This course is delivered in an asynchronous format. Asynchronous online learning allows students to view course material at any time. All course activity is done online. There are no required face-to-face sessions within the course and no requirements for on-campus activity except for COUNO 5100 (Fundamental Counseling Skills), COUNO 5170 (Group Counseling), and the practicum and internship courses. It includes class discussion boards, video content, reading content, and interactive elements. Viewing all asynchronous material is essential for success in the course. Additionally, a group project will require small group interaction among group members.

Digital Delivery Expectations

Seattle University utilizes Canvas as the learning management system for all courses in the program. There are digital learning expectations that students must adhere to on Canvas. These include the following:

- Students must sign onto Canvas 4 out of 7 days of the week
- Student discussion postings are professional and respectful of others
- Student discussion posting are in-depth, meaningful, and contribute to the learning environment
- All student assignments must be submitted on Canvas
- All student communication on course with faculty must occur through Canvas

Assignments

All assignments information can be found in the Canvas course. To get a sense of what is expected throughout the course, I strongly suggest you look at the **Modules** list, which can be accessed through the left navigation. This will give you an overall view of due dates and point values. Clicking into an assignment from the Modules list will give you all the details you will need to complete the assignment. In addition, I have reminders about what is due on the first page of each module.

Student Performance Evaluation Criteria and Procedures

Assignment	CACREP Standard	Points Possible
Discussion Postings (6)	E2a, E2f, E3g, E5k, E5l, E5m, E5c, E7c, E7d, 2f	60
Crisis Reflections One, Two, & Three (this includes Body Centered Practices 1-9)	E2a, E3g, E5k, 2f	120
Crisis Media Presentation Part One and Part Two	E2a, E2f, E3g, E5k, E7c, 2f	100
Total		

Point scale	Letter grade	Point scale	Letter grade
94% and higher	A	74% - 76%	C
90% - 93%	A-	70% - 73%	C-
87% - 89%	B+	67% - 69%	D+
84% - 86%	B	66% - 63%	D
80% - 83%	B-	60% - 63%	D-
77% - 79%	C+	0% 59%	F

A grade of ‘B’ or better is required to pass a course. Students who earn less than a ‘B’ will be required to repeat the course. Repeating a course may delay a student’s program of study.

SCHEDULE OF COURSE ACTIVITIES

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
Week 1	Crisis Overview	<p>READINGS/VIDEOS Duffey & Haberstroh, Ch. 1 Introduction to Crisis Counseling Menakem, Ch. 1 Your Body and Blood Beyond Theory Podcast: Dr. Peter Levine on How Trauma Changes Our Minds and Bodies.</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Discussion board main video post - due Wednesday • Discussion board peer responses – due Friday • Body Centered Practice One: Grounding-due Sunday 	E2a, E2f, E3g, 2f	<ul style="list-style-type: none"> • Discussion board • Crisis Reflection One, Body Centered Practice One
Week 2	Managing Emotional Arousal	<p>READINGS/VIDEOS Duffey, & Haberstroh, Ch. 3 Crisis and Trauma Counseling in Social and Cultural Contexts Menakem, R. Ch. 2 Black, White, Blue and You Power, C.. Resmaa Menakem Breaks Down Deep Rooted Trauma Linked to Racism, Healing Practices More.</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Discussion board main post - due Wednesday • Discussion board peer responses – due Friday • Body Centered Practice Two: Scanning-due Sunday 	E2a, E2f, E5k, 2f	<ul style="list-style-type: none"> • Discussion board • Crisis Reflection One, Body Centered Practice Two
Week 3	Mandated Reporting	<p>READINGS/VIDEOS Duffey & Haberstroh, Ch. 8 Violence and Abuse Across the Lifespan Menakem Ch.10 Your Soul Nerve</p>	E2a, E3g, E5k, E7d, 2f	<ul style="list-style-type: none"> • Discussion board

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<p>Ejaz, F.A., et al. (2020). A Novel Intervention to Identify and Report Suspected Abuse in Older, Primary Care Patients. https://agsjournals-onlinelibrary-wiley-com.proxy.seattleu.edu/doi/full/10.1111/jgs.16433</p> <p>ACWE. (2015, June 1). <i>Washington State Mandatory Reporter Video</i>. Vimeo. https://vimeo.com/129462208</p> <p>Interview with Adult Protective Services Investigator Haley Ness (20 minutes)</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Discussion board main post - due Wednesday • Discussion board peer responses – due Friday • Body Centered Practice Three: Humming- due Sunday • Crisis Reflection One- due Sunday <p>OPTIONAL Zoom- Faculty will facilitate practice session for role plays and pairing students for week 4 and 5 role plays.</p>		<ul style="list-style-type: none"> • Crisis Reflection One, Body Centered Practice Three • Written reflection
Week 4	Suicide Assessment	<p>READINGS/VIDEOS</p> <p>Duffey& Haberstroh Ch. 7 Suicide Prevention and Intervention</p> <p>Sommers-Flanagan & Shaw, Suicide Risk Assessment: What Psychologists Should Know (available at SU library)</p>	E5l, E5m, E7c, 2f	<ul style="list-style-type: none"> • Discussion board • Crisis Reflection Two, Body Centered

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<p>Sommers-Flannagan, J. (2018). Assessment and Intervention with Suicidal Clients, Volume I. Psychotherapy.net (<i>Watch from beginning to 1:40</i>)</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Discussion board main post - due Wednesday • Discussion board peer responses – due Friday • Body Centered Practice Four: Resourcing-due Sunday 		Practice Four
Week 5	Suicide Intervention	<p>READINGS/VIDEOS Duffey & Haberstroh Ch. 12 Counseling Military Members and Families Sommers-Flannagan Assessment and Intervention with Suicidal Clients, Volume I. Psychotherapy.net (<i>watch from 1:40-2:43</i>).</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Discussion board main post - due Wednesday • Discussion board peer responses – due Friday • Body Centered Practice Five: Connecting with Discomfort- due Sunday • Optional Mid-Quarter Feedback 	E5l, E5m, E7c, 2f	<ul style="list-style-type: none"> • Discussion board • Crisis Reflection Two Body Centered Practice Five
Week 6	Theories and Skills for Crisis and Trauma	<p>READINGS/VIDEOS</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Body Centered Practice Six: Soothing Your Hands- due Sunday • Crisis Reflection Two - due Sunday 	E3g, E5k	<ul style="list-style-type: none"> • Crisis Two Reflection Body Centered Practice Six:

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
		<ul style="list-style-type: none"> • NO Discussion board this week- use the time to work on your other assignments OPTIONAL Zoom- Faculty will offer debrief of role plays 		Soothing Your Hands <ul style="list-style-type: none"> • Written reflection
Week 7	Crisis Media Case Presentation- Part One	READINGS/VIDEOS Duffey & Haberstroh, Ch. 4 Neurobiological, Psychological, and Relational Effects of Crisis and Trauma Menakem Ch.12 The Wisdom of Clean Pain ASSIGNMENTS: <ul style="list-style-type: none"> • Crisis Media Presentation - due Wednesday on Discussion Board • Watch 4 other student presentations and respond with 4 questions- due Friday • Body Centered Practice Seven: Putting on the brakes - due Sunday 	E2a, E2f, E3g, E5k, E7c, 2f	<ul style="list-style-type: none"> • Crisis Media Presentation • Crisis Media Four questions • Crisis Reflection Three Body Centered Practice Seven
Week 8	Crisis Media Case Presentation- Part Two	READINGS/VIDEOS Duffey & Haberstroh, Ch. 2 The Counseling Relationship ASSIGNMENTS: <ul style="list-style-type: none"> • Crisis Media Case respond to 4 students and include peer reviewed article- due Friday • Body Centered Practice Eight: 20's- due Sunday 	E2a, E2f, E3g, E5k, E7c, 2f	<ul style="list-style-type: none"> • Crisis Media Reply and Reference to Peer Reviewed Article • Crisis Reflection Three Body Centered

Date	Topics	Readings and Assignments	CACREP STANDARD	Evaluation Method
				Practice Eight
Week 9	Responding to Community Crisis and Trauma	<p>READINGS/VIDEOS</p> <ul style="list-style-type: none"> • Duffey & Haberstroh, Ch. 11 Responding to Community Crisis and Trauma • Guest speaker video Temira Jaeger MA, LADC (40 Minutes) <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Body Centered Practice Nine: Progressive Muscle Relaxation- due Sunday • Crisis Reflection Three- Due Sunday 	E2a, E3g, E5k, 2f	<ul style="list-style-type: none"> • Crisis Reflection Three Body Centered Practice Nine • Written Reflection
Week 10	Raising our Resilience	<p>READINGS/VIDEOS</p> <ul style="list-style-type: none"> • Duffey & Haberstroh, Ch. 15 Raising Our Resilience in Times of Risk <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> • Discussion board main post - due Wednesday • Discussion board peer responses – due Friday 	E3g, E5k	<ul style="list-style-type: none"> • Discussion board

Formatting & Submitting Assignments

All work will be submitted via the Canvas course. Details about submission type are included in the assignment descriptors. Typically, it will be a document submission that is limited to doc and docx documents. Further details will be in the assignment descriptors.

APA Style: For the online CMHC program it is expected that all your in-text citations and your list of references follow the *APA Publication Manual* (7th edition) since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail. To help you, you can use [Purdue University's Online Writing Lab \(OWL\)](#) pages on APA, and if you're having difficulty, arrange to meet with me and we can go over any trouble-spots together.

Academic Integrity Tutorial

Please familiarize yourself with the university's academic integrity policies by visiting the [Resources for Students](#) page in the university's Academic Integrity website where you will find the Academic Integrity Tutorial.

Assignment Deadline Policies

Assignments must be submitted by the set deadlines. Since professors block out times in their schedules specifically for grading your work, the program faculty have established a policy of not accepting late work. We also understand, however, how demanding your work and school and life are as well. As such, we do allow late work to be accepted with a 10%/day grade reduction (including weekends). The deduction will be taken from the maximum number of points available on the assignment. Exceptions or extensions or modifications to these penalties may be made only in the event of rare and extenuating circumstances. Every effort should be made to let your professor(s) know about your extenuating circumstances before the assignment is due. Any assignment submitted three days after the due date will receive zero points.

Discussion Posting Deadline Policies

There will be a 10% deduction off the total discussion points possible (rounded to the nearest half point) for each day late on any submission of a main post or a response post. No credit will be given for main or response posts made three days after they are due.

Workload in this Course

Allow yourself at least 9 hours a week for this course for a.) taking in content such as readings, lectures, videos, website visits, etc. and b.) for the weekly activities such as assignments and discussions. I have tried to ensure that the workload is evenly distributed throughout the course but there will always be some variation. In weeks that are lighter, I suggest that you get a head start on upcoming large assignments. Reminders for these upcoming assignments are at the bottom of the first page in each module and I will remind you as well in my weekly wrap-ups. In acknowledgement of your busy lives, I do not hide upcoming work in this course, so please look ahead and plan accordingly.

Key Performance Indicators and Professional Counselor Dispositions

Key performance indicators are used to determine student knowledge and skills needed to prepare students to become effective social change agents for a just and humane world. Summative assignments are used to determine students' ability to master key knowledge and skills. Students must earn scores of 3 or above to progress in the program on summative assignments and professional dispositions.

CACREP Curricular and Specialty Areas	Course/Exam	Summative Assignment	0	1	2	3	4
Professional Coun. Orn. & Ethical Practice	C5080	Ethical Decision-Making					
Social and Cultural Diversity	C5130	Cultural Interview/Immers					
Human Growth and Development	C5070	Final Paper					
Career Development	C5120	Career Assess. Interview					
Counseling and Helping Relationships	C5100	Clinical Assessment I					
	C5510	Clinical Assessment II					
Group Counseling and Group Work	C5170	Group Proposal					
Assessment and Testing	C5270	Test Interpretation					
Research and Program Evaluation	E5000	Research Design					
Foundations of CMHC	C5580	CMHC Observ. & Interview					
Contextual Dimensions of CMHC	C5650-5670	Advocacy Project					
Practice of CMHC	C5640 & 5650	Clinical Assessment III & IV					
Foundations of School Counseling	C5090	SC Observ. & Interview					
Contextual Dimensions of School Counseling	C5550-5570	Advocacy Project					

Practice of School Counseling	C5540 & 5550	Clinical Assessment III & IV					
CACREP Areas	Exam	CPCE					

Professional dispositions are used to determine a student’s fit for the profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student’s attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately
2. Listening: Listens to others
3. Cooperativeness: Cooperates with others
4. Feedback: Able to receive and integrate feedback
5. Respect: Demonstrates respect for others in a non-judgmental way.
6. Self-awareness: Awareness of own impact on others
7. Conflict: Appropriately handles conflict with others
8. Personal responsibility: Takes personal responsibility
9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics
10. Motivation: Takes initiative to complete tasks
11. Multiculturalism: Accepting of social and cultural diversity
12. Social Justice: Attitudes and behaviors promote a just world

Diversity, Equity, and Inclusion

The counseling program is dedicated to empowering leaders for a just and humane world. We value dignity, inclusion, and promote empowerment-based strategies. Students are encouraged to use language and communication that is affirming and culturally respectful to engage in reflection in our diversity-rich.

Academic Resources to Support Your Learning

I encourage you to explore the services below and to work on the assumption that you’ll always be developing some new strategies that will help you become a more flexible learner. You can find many of the resources below on the [Library & Learning Commons](#) website.

- **Writing Center:** The [Seattle University Writing Center](#) supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space

for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. You can schedule an appointment and select an available modality through <https://seattleu.mywconline.com/>

- **Learning Assistance Programs:** The Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. They offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit the website or e-mail them at learningassistance@seattleu.edu for the most updated information about accessing services.
- **Research Services:** Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics. To learn more, or for assistance via chat/phone/email, check out the Ask a Librarian page or book a Virtual Consultation online.
- **Math Lab:** The Math Lab offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit the website for more information.
- **English Language Learning Center:** The English Language Learning Center (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit the website.
- **Support for Remote Learning:** Remember to review the online tutorial that the Center for Digital Learning and Innovation has created to support your remote learning experience.

University Policies

- **Support for Students with Disabilities:** Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with

disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long-COVID”), if a health care provider determines it is a chronic health problem. If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

- **Notice Regarding Religious Accommodations:** It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, *[Policy on Religious Accommodations for Students](#)*.
- **Office of Institutional Equity:** Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit the [Office of Institutional Equity](#). If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity by email: oiie@seattleu.edu or phone: (206) 296-2824.

A full list of academic policies can be found on the Registrar’s [Academic Policies](#) page. Make sure you understand the following:

- **Academic Integrity Policy**
- **Academic Grievance Policy**
- **Professional Conduct Policy**