COURSE SYLLABUS

DIVISION: TBF

PROGRAM AREA: Counselor Education

COURSE: CED 6710 Professional: Seminar: Contemporary Issues
        Crises, Disasters and Trauma

CALL NUMBER: 16056

COURSE CREDIT: 1 hr.

TERM/YEAR: Winter 2017

COURSE LOCATION: Main Campus, 0300 Education Building

DAY: Saturday, September 23, 2017 & October 7, 2017

TIME: 9:00 a.m. – 4:00 p.m.

INSTRUCTOR: Sameerah Davenport, Ph.D.
            Lecturer
            Licensed Professional Counselor
            National Certified Counselor

OFFICE: Dr. Davenport: 325 Education Building (main Campus)

OFFICE HOURS: Dr. Davenport, Mondays 4:30 -7:15
               Thursdays 3:30 - 5:15
               Wednesdays by appointment only (main campus)

OFFICE PHONE: Dr. Davenport (313) 577-9356

E-MAIL ADDRESS: sameerah.davenport@wayne.edu

DEPARTMENT SECRETARY: Lei Juan Stewart-Walker (313) 577-1613
                      E-Mail: ab2628@wayne.edu
                      CED 6710
                      12/2016
WEBSITE: www2.coe.wayne.edu/tbf/counseling

COURSE DESCRIPTION: (from catalog)

Principles, procedures and methods specific to a critical contemporary issue, such as: child abuse, sexual abuse, bereavement, stress management, infectious diseases, self-esteem, self-efficacy, conflict management.


GOALS:

Crisis intervention and trauma treatment are specialty areas within the field of counseling that are continuously growing. Due to the prevalence of potentially traumatic events in our society it is important for counselors in all settings to become knowledgeable in crisis and trauma preparedness, assessment and response. Thus a goal of this class is to assist students in the acquisition of knowledge and skills relative to the development and operation of emergency management systems; the effects and impact of crises and trauma; and the appropriate interventions and treatments based on models, theories and research.

METHOD OF TEACHING

To facilitate an understanding of basic crisis intervention and traumatology this class is being taught using direct instruction and class activities.

COURSE OBJECTIVES:

The course is designed to assist students in understanding the foundational knowledge and skills necessary to perform crisis assessment, crisis interventions, disaster response and trauma treatment. Students will become familiar with the practical application of crisis response and psychological first aid, assessment procedures, theories of trauma and trauma treatment interventions.

LEARNING OUTCOMES

This course will provide an introduction to crisis intervention, disaster response, and trauma treatment, including:

- The effects of crises, disasters and trauma on individuals of diverse backgrounds throughout the lifespan
The impact of crises, disaster and trauma on individuals, students, educators, schools, couples, families and the community

Crisis intervention theories and models related to preparedness and response for individuals, schools, and communities.

Crisis intervention strategies for specific types of crises, Psychological First Aid, and an introduction to trauma treatment strategies

Strategies for assessing the impact of crises, disasters, and trauma on individuals throughout the lifespan

The roles and responsibilities of clinical mental health counselors and school counselors as part of an emergency management response team

Suicide prevention models and strategies, suicide and homicide assessment strategies, assessment procedures for risk of harm to self/others

Self-care strategies in relation to providing crisis intervention and trauma treatment

Legal and ethical issues relative to providing crisis intervention and trauma treatment

These learning outcomes were designed to meet CACREP CMHC: A.9; A.10; C.6; C.9; K.5 and SC: A.7; C.6; D.4; M.7; DOC: G.4; I.4

RECOMMENDED TEXT:

Jackson-Cherry, L.R., & Erford, B.T. (2014). Crisis assessment, intervention, and prevention (2nd ed.).

REFERENCES:


COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
<th>Evaluation of learning outcomes and CACREP standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Class Participation</td>
<td>30</td>
<td>• ALL LEARNING OUTCOMES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[CMHC: A.9; A.10; C.6; C.9; K.5; SC: A.7; C.6; D.4; M.7; DOC: G.4; I.4]</td>
</tr>
<tr>
<td>Trauma/Crisis Portfolio</td>
<td>70</td>
<td>• ALL LEARNING OUTCOMES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[CMHC: A.9; A.10; C.6; C.9; K.5; SC: A.7; C.6; D.4; M.7; DOC: G.4; I.4]</td>
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<tr>
<td>Points Possible</td>
<td>100</td>
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1. **ATTENDANCE AND PARTICIPATION** - **30 points**

This course will involve lecture, discussion, and group activities. As such, it is learner centered. You will be expected to initiate and engage in discussions of the major topics assigned. Attendance is mandatory and is required at all class sessions. Any absence will result in a failing grade for the course. Please note that Incomplete Grades will only be given under extreme circumstances.

2. **TRAUMA AND CRISIS INTERVENTION PORTFOLIO** – **70 points**

To demonstrate an understanding of crisis intervention, disaster response and trauma treatment each student will develop a portfolio regarding one specific potentially traumatic event. The portfolio should be well organized and creativity is encouraged. The portfolio must include a cover page and abstract.

Each of the following areas must be covered:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Introduction of specific type of crisis, background, facts and myths</td>
<td>10</td>
</tr>
<tr>
<td>2. Provide key concepts of theory utilized to assist individual/groups</td>
<td>10</td>
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<td>3. Provide possible outcomes (e.g. DSM diagnoses)</td>
<td>5</td>
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<td>4. If crisis typically effects a specific population, discuss characteristics of population</td>
<td>5</td>
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</table>
5. Discuss multicultural aspects, psychosocial and cultural dynamics  10
6. Discuss possible assessment techniques/tools  5
7. Discuss suicide/homicide assessment procedures  5
8. Provide key community resources relative to specific crisis (minimum of three (3) resources)  5
9. Discuss suicide/homicide assessment procedures  10
10. Discuss detailed intervention strategies by phase  5

Total 70

This requirement meets CACREP [CMHC: A.9; A.10; C.6; C.9; K.5; SC: A.7; C.6; D.4; M.7; DOC: G.4; I.4]

DUE: November 30, 2017

EVALUATION & GRADING:

Final grade will be derived from a composite of the major requirements above.

GRADING SCALE:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>76-79</td>
</tr>
<tr>
<td>C</td>
<td>73-75</td>
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</tbody>
</table>

Below 73 is a failing grade

ATTENDANCE:

1. Attendance at all scheduled classes is mandatory. Any absence will result in a failing grade for the course.

GUIDELINES FOR MAXIMUM PERFORMANCE:

1. All formal papers are to be typed.
2. Use APA format for all formal papers:

   a. Cover page with relevant information, short abstract, body of paper should include an introductory paragraph, following paragraphs elaborate on points from introductory one, thus pursuing a central theme, then a summary paragraph. If you quote or paraphrase other material, a reference page must be included.

   b. Spelling and grammar important. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.

   c. A few quotations and a little paraphrasing from experts permissible and desirable but your words and way of interpreting are essential. ***Plagiarism will result in severe disciplinary action. See below for specifics.

ACADEMIC DISHONESTY/PLAGIARISM:

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct at http://doso.wayne.edu/assets/codeofconduct.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

DUE DATES:

It is expected that assignments will be turned in on the identified due dates. Only under exceptional circumstances will assignments be accepted if turned in late. When a due date must be revised due to special circumstance of the student, it will be the student’s responsibility to negotiate with the professor a revised due date. Students will be held accountable to the revised due date.

ENROLLMENT/WITHDRAWAL POLICY:
Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

ATTENTION STUDENTS WITH DISABILITIES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

RELIGIOUS OBSERVANCE POLICY:

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Instructor reserves the right to amend syllabus