COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling

COURSE: RCI 7510 – Crisis & Trauma Counseling: Impact of Trauma on Adjustment and Coping

CALL NUMBER: 29147

COURSE CREDIT: 2 hrs.

TERM/YEAR: Winter 2014

DATE/TIME: 1/18, 1/25, & 2/1, 2014 – Saturdays, 9:00am – 4:00pm
Eight (8) hours arrange

COURSE LOCATION: Oakland Center

INSTRUCTOR: George P. Parris, Ph.D., LPC, CCRC
Senior Diplomate and Disability Analyst
323 College of Education
(313) 577-1619
E-mail: gparris@wayne.edu

Office Hours: Monday 2:00 - 4:00
Thursday 3:00 - 4:30

Guest Lecturer: Sonja Grbevski, Ph.D.
Adjunct Professor
Interim Vice President, Clinical Services
Hotel-Dieu Grace Hospital
519-982-0869
E-mail: ag1674@wayne.edu

PROGRAM SECRETARY: Lei Juan Stewart-Walker (313) 577-1613
COURSE DESCRIPTION:

This course is designed to prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students will learn that crisis interventions are founded on theory and will be able to apply theory to crisis intervention techniques. Students will learn assessment and treatment techniques of clients in crisis situations and those suffering from trauma will be studied using empirical materials and formulations drawn from several theoretical approaches. The time-limited nature of crisis intervention, related legal and ethical issues, and interfacing appropriately with other service providers will be studied. Participants will learn the fundamentals of traumatology, including the basics of victimology, traumatic stress, and stress research. Special emphasis will be given to adult survivors of various types of abuse and post-traumatic stress disorder (PTSD).

COURSE OBJECTIVES:

Students completing this course with satisfactory evaluation will be able to:

1. Students will demonstrate a working knowledge of the crisis counselors’ roles responsibilities and functions of a crisis counselor as a member of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event.

2. Students will be able to evaluate the principles and effects of crises, disasters, and other trauma-causing events on persons of all ages including but not limited to types of crisis, community resilience, and the environmental factors that affect both normal and abnormal behavior during crisis.

3. Students will be able to demonstrate basic interviewing skills and assessment processes used with traumatized individuals including but not limited to suicidal, homicidal, or other potentially harmful reactions to crisis.

4. Students will be able to describe crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

5. Students will be able to create an emergency management system within a clinical mental health agency or other community based facility.

6. Students will be able to demonstrate an understanding of diagnosis during a crisis, disaster, or other trauma-causing event.

7. Students will be able to demonstrate knowledge of the factors associated with trauma response to include psychosocial, physical, cognitive, affective, and behavioral responses.
8. Identify and use information about the personal, social and cultural context of a client’s life to formulate client-centered intervention and treatment planning.

9. Describe ways to integrate client’s values, positive personal goals, religious and spiritual consciousness, and commitments into treatment.

10. Describe ways of managing professional and personal stress associated with working with individuals who are experiencing crisis and trauma.

11. Understand the ethical and professional issues in crisis and trauma intervention and treatment.

RECOMMENDED READING:


REQUIREMENTS AND EXPECTATIONS:

Attendance and Participation:

This course will involve lecture, discussion, video and a focus on the experiential knowledge base. Attendance is mandatory and is required at all class sessions. Participation includes physical attendance (Do you show up?); psychological attendance (Does your mind show up? Can you show evidence of thinking during the class? Do you hear and incorporate what others are communicating?) Participation means that you provide others with some way of knowing that you are involved in the course. Please note that Incomplete Grades will not be given, unless it involves an emergency.

Contribution to Grade: 10%

Assignments:
1. **Personal Assessment Paper:** In approximately 5 papers, identify and discuss personal attitudes, values, behaviors, and experiences that can impede or enhance your ability to do crisis work. Your paper must reflect accurate knowledge of effective crisis worker characteristics and the dynamics of counselor burnout, vicarious traumatization, and compassion fatigue. You will use the course readings, and approximately five (5) professional journal articles dealing with counselor burnout, vicarious traumatization, or compassion fatigue. The paper must conform to the American Psychological Association (APA) 6th edition manual.

*In Preparing to write your paper, consider the Following:*

What personal qualities or characteristics might enhance your ability to be an effective crisis worker?

What personal qualities or characteristics might impede your ability to be an effective crisis worker?

How might crisis experiences in your own life increase the potential for countertransference when working with clients who have experienced similar forms of trauma and crisis?

What steps might you take to lessen the potential for and therefore manage countertransference in these situations?

What attitudes, values, behaviors, and experiences might contribute to your risk for vicarious traumatization or compassion fatigue?

What feelings, attitudes, motives, and/or expectations might increase your risk for burnout/

**Contribution to Grade: 40%**  
**Due Date: February 14, 2014**

2. **Crisis and Trauma Research Paper:** The paper will be approximately 7 to 9 pages in length and must confirm to the American Psychological Association 6th edition manual. The written work will be evaluated by the course’s writing standards. The paper shall include an introduction of the subject matter, pertinent research and associated outcome studies and application to the profession. Each student will choose from one of the following subject areas listed below:

- Crisis Intervention strategies, Crisis Intervention Counseling;
- Trauma and Suicide (Select an age cohort such as adolescent, college aged, mid-life, elderly);
- Post-trauma symptomatology; Current treatment of PTSD; Multicultural concerns in trauma intervention;
- The role of spirituality/religion in adaptation to trauma; Compassion fatigue and trauma;
- Trends in victimology; 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;
• Disaster response (agencies and models); Assessment of trauma history and impact of events;
• Impact of trauma on children and or adolescents; Certification of crisis/trauma;
• Culture and Trauma; Post-trauma growth

**Contribution to Grade: 50%**
**Due Date: March 21, 2014**

**EVALUATION & GRADING:**

Final grade will be derived from a composite of the major requirements above. The plus/minus letter grade system is used in the RCI/CED program:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
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<tr>
<td>A -</td>
<td>90 - 93</td>
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<tr>
<td>B +</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B -</td>
<td>80 - 83</td>
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<tr>
<td>C +</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
<td>72 - 76</td>
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**Below 72 is a failing grade**

**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.

ATTENDANCE POLICY

All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behaviour that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behaviour and if further problems are noted the student’s grade will be lowered by one letter.

STATEMENT OF PROFESSIONALISM

“The College of Education requires students to be effective counselors, to behave in an ethical manner at all times (see the statement on Ethical Dimensions of Counseling in the Rehabilitation Counseling Handbook as well as the Practicum and Internship Handbook). Your behavior must be appropriate at all times.

Active participation in all class activities and discussion is expected. Come to class with ideas, agreements or disagreements on the reading assignments. We expect you to question our ideas and those of your peers.

Professional dress, behavior, and language are required at all times.

Please put all electronic devices on vibrate or turn off during class and when in your assigned school.

The Student Code of Conduct can be viewed at:

http://www.doso.wayne.edu/codeofconduct.pdf
ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the aright to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
   
   (The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)

The College of Education’s grade appeal policy is available at:

http://coe.wayne.edu/current/grade-appeal.php
RELIGIOUS OBSERVANCES 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.

NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "People who are deaf", or "persons with disabilities".

2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "Persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize person ability, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: "afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had___________", "the person has experienced___________", or a person with__________".

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a
disease, nor is the person with the disability necessarily chronically ill.

CLASS SCHEDULE:

January 18, 2014

9:00 – 10:30 PM  Introduction and Overview of Class
                 Rationale for Understanding the Impact of Trauma on Adjustment and Coping

10:30 – 10:45 PM  BREAK

10:45 – 12:00 PM  Understanding Trauma
                 • Definition of Terms
                 • Scope of Traumatic Events
                 • Components of Traumatic Life Events
                 • Impact of Trauma on Health and Well Being

12:00 – 1:00 PM  LUNCH BREAK

1:00 – 2:30 PM  Overview of the Cognitive, Affective, Behavioral and Neurological Sequelae Associated with Trauma

2:30 – 3:00 PM  BREAK

3:00- 4:00 PM  Understanding the Effects of Trauma Response to Trauma
                 • Emotional Response
                 • Cognitive Response
                 • Behavioral Response
                 • Physical Response

Dr. Grbevski
**January 25, 2014**

9:00 – 10:30 AM  **Understanding Post Traumatic Stress Disorder**  
- Overview of PTSD symptomatology and assessment measures  
- PTSD risk factors, development, and course

10:30 – 10:45 AM  **BREAK**

10:45 – 12:00 AM  Developmental Impact of Trauma and Overview of Complex PTSD  
**VIDEO**

12:00 – 1:30 PM  **LUNCH**

01:30 – 2:30 PM  Approaching Crisis Intervention  
**Dr. Grbevski**

02:30 – 2:45 PM  **BREAK**

02:45 – 4:00 PM  Basic Crisis Intervention Skills  
**VIDEO**  
Summary/ Group Work  
**Dr. Grbevski**

**February 1, 2014**

9:00 – 10:30 PM  Crisis Intervention with Disaster Victims and First Responders. Review and Practice of Early Intervention Techniques Including Psychological First Aid  
**Dr. Grbevski**

10:30 – 10:45 PM  **BREAK**

10:45 – 12:00 PM  Suicide Risk Assessment  
Suicide Prevention  
**Dr. Grbevski**

12:00 – 1:00 PM  **LUNCH BREAK**

01:00 – 2:30 PM  Crisis Based Interventions  
Culturally-Competent, Evidence-Based, Focused Interventions  
- CBT-Based Coping Strategies for Traumatic Stress Symptoms  
- Narrative Therapy  
- Motivational Interviewing  
- Cognitive Behavior Therapy

02:30 – 02:45 PM  **BREAK**
<table>
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<tr>
<th>Time</th>
<th>Session Title</th>
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<tr>
<td>02:45 – 03:30 PM</td>
<td>Vicarious Traumatization, Compassion Fatigue and Posttraumatic Growth– Understanding Yourself and Knowing when to Say NO</td>
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<tr>
<td>03:30 – 04:00 PM</td>
<td>Summary</td>
</tr>
<tr>
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<td>Course Evaluations</td>
</tr>
</tbody>
</table>
REFERENCES

Instructor's Resource Bibliography

The following materials are used as resources in the preparation for lectures and class activities.


**SELECTED WEBSITES**

American Counseling Association
[http://www.counseling.org](http://www.counseling.org)

American Red Cross

Department of Health and Human Services
[http://www.hhs.gov](http://www.hhs.gov)

Department of Veteran Affairs
[http://va.gov/directory](http://va.gov/directory)

Federal Emergency Management Association
[http://www.fema.gov](http://www.fema.gov)

International Critical Incidence Stress Foundation, Inc.
[http://icis.org](http://icis.org)

National Board for Certified Counselors Disaster Relief Resources
[http://www.nbcc.org/resources](http://www.nbcc.org/resources)

National Center for Post-Traumatic Stress Disorder
[http://www.ncptsd.va.gov](http://www.ncptsd.va.gov)

National Institute of Mental Health
[http://www.nimh.gov](http://www.nimh.gov)

Substance Abuse and Mental Health Services Administration

U.S. Department of Justice: Office for Victims of Crime

**WEB BASE VIDEOS:**
