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COUN 503 Crisis Intervention in Schools

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Xavier University

Department of Counseling

Course Title:	Crisis Intervention in Schools
Course Number:	COUN 503
Credit Hours:	2
Semester:	Summer 2012
Day and Time:	Mondays and Wednesdays, 6:15pm-8:15p
Class Location:	Hailstones 100X
Instructor:	Dr. Butch Losey
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Office Hours:	Mondays 5:00-6:00 or by appointment

COURSE DESCRIPTION:

This course will explore the issues and skills involved with the four interrelated phases of crisis prevention and intervention in schools: mitigation/prevention, preparedness, response, and recovery. Participants will learn a 6-step model for individual crisis intervention and collaborative strategies for responding to school wide crisis situations. Strategies for understanding and addressing the following issues/populations will be emphasized: suicide, bullying, school violence, explosive/aggressive children, domestic violence, sexual abuse, trauma, and burnout.

COURSE OBJECTIVES:

This course addressed the 2001 CACREP core curriculum for Helping Relationships and Professional Identity. By the end of the course, the successful student will:
Code Key: (C=Community Counseling Standards; All other objectives are from eight common core areas)

1. Be able to understand and implement the 6 step crisis model for a variety of crisis situations (5a, 5b, 5c)
 - Assessment occurs through quizzes, small group demonstrations, and oral/written feedback on crisis videotape from classmates and professor.
2. Be able to identify essential features of a school-wide crisis intervention team. (5b)
 - Assessment occurs through quizzes, presentations, papers, and projects.
3. Be able to identify key considerations regarding the four interrelated phases of school crisis intervention: Prevention, Preparation, Response, and Recovery (5a, 5b)
 - Assessment occurs through quizzes, papers, presentations, projects, and oral/written feedback on crisis videotape from classmates and professor.
4. Know a variety of techniques for diffusing abusive or aggressive clients. (5b)
 - Assessment occurs through small group presentation/demonstrations, and oral/written feedback on crisis videotape from classmates and professor.

5. Be able to describe the “cycle of aggression” and how it could be useful in understanding and deescalating a challenging client. (5b)
 - Assessment occurs through feedback in class and small groups.

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6. Understand common symptomology and intervention techniques for working with the following issues/populations: self-injury, suicide, bullying, school violence, explosive/aggressive children, domestic violence, sexual abuse, trauma, and burnout. (5b)
 - Assessment occurs through quizzes, papers, presentations, projects, and oral/written feedback on crisis videotape from classmates and professor.
7. Understand ethical, legal, and multicultural considerations for crisis work in schools (1h, 2c, 2f, 1g)
 - Assessment occurs through quizzes, small group presentation/demonstrations, and oral/written feedback on crisis videotape from classmates and professor.
8. Understand professional roles, functions, and relationships with other human services providers (1b, 2c)
 - Assessment occurs through quizzes, small group presentation/demonstrations, and oral/written feedback on crisis videotape from classmates and professor.

REQUIRED TEXTS:

Kerr, M. M. (2009). School Crisis Prevention and Intervention. New York: Pearson.

Optional Text:

Losey, B. (2011). Bullying, Suicide, and Homicide: Understanding, Assessing, and Preventing Threats to Self and Others for Victims of Bullying [Paperback]. Routledge, New York.

Additional required and optional readings will be distributed.

INSTRUCTIONAL METHODS AND ACTIVITIES:

- Interactive Lectures
- Role Plays of Crisis Situations
- Small Group Activities
- Presentations / Demonstrations
- Videotape Crisis Sessions / Process Tapes in Small Groups

ASSIGNMENTS/EXAMINATIONS:

1. Class Attendance and Participation

Since much of the learning in this course occurs in the context of discussion, demonstrations, and experiential activities, you are expected to be present for ALL classes. Class members missing one class will be required to do an additional assignment which will be determined on an individual basis. Promptness is expected and appreciated.

Factors used to assess your grade include attendance, participation in class

exercises and discussions, staying current on assigned readings, and completion of homework assignments.

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2. Videotape of Role Play Crisis Intervention

Students will work with a class partner and role play a walk-in crisis situation, using the six steps outlined in class. Students can reserve one of the small group rooms to record the session or make arrangements elsewhere. If you choose to video a second or third session, use a different scenario. Students will receive feedback by playing their videos in small groups with classmates and instructor during class time. In addition to the tapes, each student will turn in a **1 to 2 page self-evaluation** of their crisis counseling skills focusing on the following two questions.

- 1) What did you like about your performance?
- 2) What would you hope to do differently next time?

Relate your evaluation to the 6 steps.

3. Quizzes based on Text

Students will take two quizzes during the semester. The quizzes will include multiple choice and short answer.

4. Presentation, Project, or Paper

Students have the option to give a presentation, write a Literature Review Paper, or complete another major project approved by the instructor. You are encouraged to pick a topic that will be professionally relevant for you.

4a. Presentations (Individual or Dyad):

Students can give a presentation highlighting a school or school district's crisis response plan or another school crisis issue approved by instructor. Each presentation should be approximately 30 minutes. Presenters are strongly encouraged to utilize case studies, structure a role-play, include PowerPoint and/or other audiovisual aids, involve the audience, and provide handouts. If you are presenting as a dyad, the presentation responsibilities should be divided among group members as equitably as possible. All group members will receive the same grade.

4b. Literature Review Paper:

Students can opt to write a 6 to 10 page literature review paper (APA format with at least 7 references) on a topic related to crisis intervention in schools.

4c. Crisis Project:

Students can also choose to complete another project that is professionally relevant for them. For example, they might use this assignment as an opportunity to develop or evaluate crisis prevention, preparation, response, and/or recovery within their school.

All presentation, paper, and project topics need to be approved in advance by the instructor. Presentations will be given on the last two days of class.

PERFORMANCE EVALUATION CRITERIA AND PROCEDURES:

Grading:

Class Participation and Attendance	10%
Videotape and Self-evaluation	30%
Quizzes	30%
Presentation, Paper, or Project	30%

Xavier University Graduate Grading Scale:

100 - 93 = A	77 - 73 = C
92 - 90 = A-	72 - 70 = C-
89 - 88 = B+	<70 = F
87 - 83 = B	
82 - 80 = B-	
79 - 78 = C+	

**SCHEDULE OF ASSIGNMENTS & EXAMS (tentative):
Crisis Intervention in Schools**

Date:	Topic:	CACREP Objective:
May 7	<ul style="list-style-type: none"> ▪ Course Overview ▪ Crisis Prevention and Intervention- The Developmental Model ▪ Approaching Crisis Intervention ▪ Basic Crisis Intervention Skills, Professional Roles, Functions, and Relationships with Other Helpers 	5b, 1b,h
May 9	<ul style="list-style-type: none"> ▪ For class read: Chapters 1-3 ▪ Communication Strategies ▪ 6 Step model ▪ Crisis Case Handling ▪ Multicultural Considerations ▪ Advocacy <p>Commit to Presentation, Project or Paper</p>	5b, 2c, 1g
May 14	<ul style="list-style-type: none"> ▪ 6 Step model continued ▪ Triage Assessment ▪ Cycle of Aggression and Counteraggression ▪ SET (Support/Empathy/Truth) 	5b, 2c, 1g
May 16	<ul style="list-style-type: none"> ▪ Nature of Bullying and Response 	5b

May 21	<ul style="list-style-type: none"> ▪ Quiz 1 ▪ Suicide Assessment ▪ Practice Screen, Assess and Mediate (SAM) ▪ Read: Suicide Assessment (Blackboard) ▪ Read: Bullying Lethality Identification System Folder (Blackboard) 	5b
May 23	<ul style="list-style-type: none"> ▪ For this class read: Chapter 6 ▪ School Violence and Threat Assessment ▪ 6-Step Model Videos Due (review in class) 	
May 28	No Class-Memorial Day	5b
May 30	<p>For this class read: Chapter 4 and 9</p> <p>Crisis Communication</p> <p>Postvention</p> <p>Domestic Violence</p> <p>Presentations</p>	5b
June 4	<p>PTSD, Sexual Assault and Sexual Abuse</p> <p>Chapter 8 (Psychological Supports in Crisis)</p> <p>Chapter 10 (Burnout)</p> <p>Quiz 2</p> <p>Presentations</p>	5b
June 6	Presentations and Follow up	