

COURSE SYLLABUS



COUN 559 - Crisis Counseling
3 Semester Credits
[Term Year]
Meeting Day/Time: _____

Professor:

Email:

Phone:

Physical Office: [office #]

Virtual Meetings: <https://southern.zoom.us/j/95043098704>

Office Hours: Available on the following days and times:

| | |
|-------|---------|
| [day] | [times] |
| [day] | [times] |

Calendly Link: Students should use the following Calendly link to schedule appointments:
[https://calendly.com/\[name\]](https://calendly.com/[name])

VIRTUAL CLASSROOM LOCATION:

Meeting ID: []

Passcode: []

[Zoom link]

I. COURSE DESCRIPTION

This course explores foundational principles of crisis intervention, including crisis theories, protocols, and crisis response in community and school settings. Students become familiar with the Incident Command System, National Incident Management System, and the National Response Framework. Students will complete online course from Johns Hopkins School of Public Health concerning Mental Health Preparedness.

II. REQUIRED READING

Weekly academic resources required to facilitate class discussions are posted to each eClass weekly work. They consist of the completion of online courses and certifications, reading posted articles,

watching videos (including guest speakers' presentations), participating in class forum, simulations, and case studies).

III. SUPPLEMENTAL MATERIALS

Selected books and articles:

- Acute Traumatic Stress Management
- Various publications from SAMHSA
- American Psychological Association handouts
- PSYStart article and handouts

Selected Relevant Websites:

FEMA www.FEMA.gov

National Incident Management System Overview <http://www.fema.gov/national-incident-management-system>

Emergency Management Institute Training <http://www.fema.gov/training-0>

US Dept. of Health & Human Services: Disaster Behavioral Health Concepts of Operation <http://www.phe.gov/Preparedness/planning/abc/Documents/dbh-conops-2014.pdf>

National Institute of Mental Health <http://www.nimh.nih.gov/index.shtml>

Center for Disease Control and Prevention <http://www.bt.cdc.gov/mentalhealth/>

Johns Hopkins School of Public Health

<http://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-forpublic-health-preparedness/training/online/mental-health-trainings.html>

International Critical Incident Stress Foundation, Inc. <https://icisf.org/>

Trauma Center <http://psychcentral.com/>

National Child Traumatic Stress Network <http://www.nctsnet.org/>

The Center for the Study of Traumatic Stress <http://www.cstsonline.org/>

David Barlow's Trauma Pages <http://www.trauma-pages.com/>

PsySTART <http://www.cdms.uci.edu/PsySTART/content/index.asp?s=1>

PsychCentral <http://psychcentral.com/>

The Office for Victims of Crime (Office of Justice Programs)

https://www.ovcttac.gov/views/TrainingMaterials/dspOnline_VATOnline.cfm

IV. TECHNOLOGY REQUIREMENTS

Students will be required to utilize various applications of technology (including MS Word and PowerPoint) to complete written assignments and oral presentations. Web-based learning prior to course initiation, Zoom, and video clips for lecture notes.

Students will need to check their SAU email and eClass regularly for course updates and materials.

V. ACADEMIC SUPPORT

eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

Information Technology: Go to IT Workstation Support Desk in Wright Hall, or call 423-236-2712, or email it-helpdesk@southern.edu.

McKee Research & Writing Center: Call to make an appointment. [McKee Library](#): 423-236-2384, or email Sonja Fordham, Director of the Writing Center at the McKee Library: sfordham@southern.edu.

VI. BIBLICAL FOUNDATION OF THE COURSE

Biblical Concepts:

“And behold, I am with you always, to the end of the time”. (Mathew 28:20)

“...do not be anxious about your life, what you will eat or what you will drink, nor about your body, what you will put on. Is not life more than food, and the body more than clothing? Look at the birds of the air: they neither sow nor reap nor gather into barns, and yet your heavenly Father feeds them. Are you not of more value than they? And which of you by being anxious can add a single hour to his span of life? And why are you anxious about clothing? Consider the lilies of the field, how they grow: they neither toil nor spin, yet I tell you, even Solomon in all his glory was not arrayed like one of these... (Mathew 6: 25-34)

Quotes:

“Outside, the sun shines. Inside, there is only darkness. The blackness is hard to describe, as it is more than symptoms.... And what one sees is only a fraction of the trauma inflicted.” *Justin Ordoñez, Sykosa*

“...what we cannot hold, we cannot process. What we cannot process, we cannot transform. What we cannot transform haunts us.” *Joseph Bobrow*

“And the day came when the risk to remain tight in a bud was more painful than the risk it took to blossom.” *Anais Nin*

“A time of crisis is not just a time of anxiety and worry. It gives a chance, an opportunity, to choose well or to choose badly”. *Desmond Tutu*

“The secret of crisis management is not good vs. bad; it’s preventing the bad from getting worse”. *Andy Gilman*

“In times of crisis, people reach for meaning. Meaning is strength. Our survival may depend on our seeking and finding it”. *Viktor E. Frankl*

VII. KNOWLEDGE AND SKILL OUTCOMES

Upon successfully completing this course, the student will be able to:

1. Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan. [CACREP 2.F.3.g]
2. Know the suicide prevention models and strategies. [CACREP 2.F.5.I]

3. Know crisis intervention, trauma informed, and community-based strategies, such as Psychological First Aid. [CACREP 2.F.5.m]
4. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams [CACREP 2.F.1.c]
5. Understand the impact of crisis and trauma on individuals with mental health diagnoses [CACREP 5.C.2.f]
6. Know school and community collaboration models for crisis/disaster preparedness and response.
7. Understand the operation of emergency management systems within clinical mental health agencies, schools and the community at large, as they are currently implemented in the U.S. at the local, regional and national levels.
8. Understand how emergency management systems do not differ significantly according to the types of crises, disasters, and other trauma-causing events that are encountered.
9. Understand the difference and demonstrate ability to make a paradigm shift between traditional psychotherapy/counseling skills and crisis intervention skills.
10. Understand the fundamental principles of Critical Incident Stress Management.
11. Have clear knowledge of the steps to follow in order to obtain specialized trainings and certifications to become effective crisis intervention mental health professionals.
12. Have clear knowledge of the unique role and responsibilities of clinical mental health and school counselors during crises, emergencies, and disasters affecting students, educators, schools and the community at large.
13. Demonstrate ability to apply scenario-based crisis intervention techniques to provide individual (one-on-one) and several group crisis interventions, such as crisis management briefings, demobilizations, defusing and debriefings.
14. Demonstrate ability to use self-exploration effectively in order to determine counselor's mental and physical readiness to respond to crisis events.
15. Demonstrate ability to apply coping strategies to reduce the risk for compassion fatigue, vicarious traumatization and other adverse impacts on mental health counselors who work as crisis responders.
16. Understand the procedures for identifying trauma and abuse and for reporting abuse.

** Identifiers between brackets refer to the Clinical Mental Health (MH) and School Counseling (SC) domains required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Tennessee licensure standards for school counselors (TNSC) to which the given course expected outcome contributes.*

VIII. HOW THE COURSE WORKS

A. Policies and Procedures

- a. Disclaimer: As professor, I reserve the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

- b. **Disabilities and Accommodations**
 - i. FALL & WINTER: In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e. physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).
 - ii. SUMMER: During short summer sessions, in keeping with university policy, any student who believes they may need an accommodation based on the impact of a disability or learning challenge should contact Disability Support Services at 423-236-2544 or stop by Lynn Wood Hall, room 1082 as soon as possible to arrange a confidential appointment with the Disability Services Director. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).
 - iii. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

c. Academic Honesty

- i. Faculty Responsibilities:
 1. Professors must explain clearly the requirements for assignments, examinations, and projects, such as "open book," "take home," or "peer collaboration."
 2. Professors may assume "no collaboration" is the rule unless they state otherwise.

- ii. Student Responsibilities:
 - 1. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others' material as their own.
 - 2. Students unfamiliar with procedures for citing sources should confer with their professors.
 - 3. Students are to assume that all course work is "no collaboration" unless stated otherwise by the professor.
 - 4. Many professors will require students to submit papers through Turnitin, an originality checker application.
- iii. TurnItIn: Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, the professor may submit your work to Turnitin or require that you do so.

d. Profile Picture Policy

- i. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on your Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Please keep in mind when uploading your profile picture, that it must meet the following guidelines:
 - 1. The photo should be a full-face likeness, similar to a passport photo or driver's license photo. No variations permitted.
 - 2. Attire worn in the photo should adhere to the Southern Adventist University dress code.
 - 3. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

e. Student Authentication (distance education students only)

- i. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
- ii. The student should authenticate their identity by using **ONE** of the following options:

1. Authenticate in person at Southern Adventist University.
 2. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
- iii. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Undergraduate or Graduate Catalog.

Add/Drop Policy

- iv. Dropping a class, and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
- v. A grade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.
- vi. Tuition Refund. A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

f. Transcripts

- i. It is your responsibility to request a transcript to be sent to your parent institution and/or your union registrar. You may access more information at <http://www.southern.edu/administration/records/transcripts.html>

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

a. eClass

- i. The website for course access is eclass.e.southern.edu. Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account <https://access.southern.edu>. You can also put eclass.e.southern.edu into your browser and enter your username and password. If one method does not work, try the other method.
- ii. System Requirements: For system requirements, visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

b. Class Attendance/Presence

- i. Attendance policy for online courses:
 1. In an online class, attendance looks different than it does in a face-to-face course. For the most part, other than on Sabbath, you should enter eClass **daily**, especially when enrolled in intensive courses. Please note that the professor and course coach check logs of eClass to ensure that students are actively engaging with the course materials. If you are inactive or miss an assignment, you may be contacted. If an assignment has not been submitted by the due date, a grade of zero is entered in the gradebook. If you wish to submit that assignment, please contact the professor to find out if you may still submit and what procedures should be followed unless that information is provided in the gradebook comment accompanying your grade of 0.
 2. On days and times designated in the Course Schedule, this course will include synchronous class meetings, which will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Please plan to attend these meetings. Attendance is required unless arrangements have been made in advance with your professor. If for some reason students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.

c. Communication

i. eClass Announcements

1. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the “News Forum” under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements.

ii. Southern Email

1. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. An important reminder: when you need to send an email, the email subject should reflect the purpose of that email. Additionally, as your professor may teach more than one course simultaneously, be sure to also include the course prefix and number in every email subject line. For instance, if you have a problem while taking the Week 1 Quiz, your email subject could say something like "Course Prefix Course # Week 1 Quiz."

c. GRADES AND FEEDBACK PLAN

a. Accessing your grades in eClass

- i. There are two places in eClass pertaining to grades. One place is the "Grades" link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.
- ii. The other location is called the Open Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

b. Submission Times and Late Work Caution

- i. Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise.
- ii. Due to the fast-paced format of this class, make-up work will not be available. (except for illnesses). Extra credit will not be available during this course to respect the participant's time for home/family, work and school obligations.
- iii. Late work will not be accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.
- iv. All work should be submitted as scheduled by 11:59 PM the day before the due date. If the system is down, take a screen shot of the message and submit to the professor via email.

c. Providing Feedback to the Professor

- i. Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course

evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous and the results are made available to professors only after grades are submitted to the Records Office.

d. Receiving Feedback from the Professor

- i. Rubrics and checklists used for projects are found on each assignment (E-class).
- ii. Feedback on activities or projects will be provided by the following class period. Feedback is found under comments (rubric). Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

COURSE REQUIREMENTS

In a “workshop” style format, we will explore practical crisis intervention topics, theories and protocols all within a backdrop of various cultures, ages and genders. To acquire awareness of disaster mental health issues, participants will need to complete short online courses from Johns Hopkins School of Public Health concerning Mental Health Preparedness.

Pre-Class Work

To assist the participants understanding of course material and in class discussions, students should complete the following Mental Health Preparedness courses.

Psychological First Aid (3 hrs.) <https://www.coursera.org/learn/psychological-first-aid>

Learn to provide psychological first aid to people in an emergency by employing the Johns Hopkins RAPID model.

****Provide documentation (certificate) from the Johns Hopkins web site of successful course completion.*

Please create a free account with NCTSN to take the following two (2) courses

Skills for Psychological Recovery (5 hrs.)
<https://learn.nctsn.org/course/view.php?id=535>

****Provide documentation from the NCTSN website of successful course completion.*

Personal Loss Timeline and Reflection Journal

Students will draw a time-line depicting major life losses across the lifespan (coverage to include infancy-toddlerhood, early/middle childhood, early/middle, and/or late adulthood including experiences with dying, death and bereavement). Also, make sure to include a brief description of how each loss affected you at that time in your life and how it still affect/changed you. **You can use a graphic of your choice or any format to complete this assignment.**

This assignment is based upon the emotionally-evocative and potentially personal nature of the content areas and practice of this course as well as the literature that suggests the benefits of journaling in the prevention of vicarious trauma.

Participation

Students' participation and involvement are what will make the class meaningful to them. This is enhanced by having studied the assigned weekly readings and watch video clips ahead of the class sessions in which the specific topics will be discussed (see course schedule for dates) and by bringing questions and observations to add to the class discussions, especially when guest speakers are sharing. In addition, forum discussion is an essential part of your participation. You are expected to post a comment (about 150 words) on your feedback, aha moments from weekly topics (readings and videos). You should reply with your feedback to one of your classmate's post.

Trauma Resource File & Bibliotherapy (midterm)

Part I (Trauma Resource File)

Each dyad will create a resource file covering one (1) topic related to crisis or trauma that is of particular interest to the student (3-4 pages). The resource file will include:

- a) An overview of the identified topic, including how the problem is assessed and best practices for intervention/treatment (1-2 paragraphs).
- b) List of crisis services available in the student's community (at least 5) for the chosen topic (include a brief summary of the services).
- c) An assessment of resources that are not available should also be included explaining their relevance.
- d) Two peer reviewed articles for counselor's research use, including both current and benchmark materials.
- e) One educational internet website, which provides accurate and useful information about the topic for sharing with clients.
- f) A current book on the specific topic for the counselor's use and one for the client's use. Please, refer to *Part II Bibliotherapy* (below)

Part II Bibliotherapy

Bibliotherapy, or the therapeutic use of books in counseling, is used as an adjunct to trauma counseling, particularly when counselors are involved in the processing of the text with the client. A frequent challenge with bibliotherapy, however, is finding and selecting appropriate books (either self-help books or

literature/novel) with which the client may be able to identify, are accurate in any psychoeducation they provide, and that will appropriately facilitate client insight, understanding and awareness.

“...we tell stories because we hope to find or create significant connections between things. Stories link past, present, and future in a way that tell us where we have been, where we are, and where we are going” (p. 1, Taylor, 1996).

Each dyad will choose a topic (samples below) approved by instructor (no repetitions).

1. Disability issues;
2. Suicide (Select a specific age cohort such as adolescent, college aged, mid-life, elderly);
3. Post-trauma symptomatology;
4. Current treatment of PTSD;
5. Multicultural concerns in crisis intervention;
6. Bereavement – normal vs. complicated;
7. The role of spirituality/religion in adaptation to trauma;
8. 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;
9. Emergency medical and public safety intervention models;
10. Disaster response (agencies and models);
11. Assessment of trauma history and impact of events;
12. Impact of trauma on early childhood;
13. Public/private school intervention models;
14. Role and efficacy of community/national hotline services.

EP IPCP Simulation Participation

Students are required to participate in an interdisciplinary simulation exercise in conjunction with Nursing, Education, Social Work, Chaplain’s office, Journalism, and Volunteers.

Crisis Counseling Team Project (final)

The ability to work in small groups is an integral part of this course. Prepare and deliver a presentation on how to work effectively in a crisis counseling capacity. Groups (3-4 students) will research, plan, and implement an oral presentation (15 min) on a topic related to the course content and pre-approved by instructor. Students will choose one specific crisis or trauma situation and prepare an in-depth research paper using scholarly sources of support. Include best practices of what to do, gentle reminders of what not to do, and any special concerns when counseling persons experiencing that particular crisis situation.

Your grade will be based on your ability to collaborate with others, to gather important information pertaining to the topic, to accurately analyze and synthesize information, and to effectively communicate your ideas through presentation.

Please be creative in your presentation (for example, use audio, visual, and other electronic media, power point presentations, role-play, videos, activities, etc.). The provision of handout materials summarizing the

group work and findings is expected for distribution to each course participant. Both didactic and experiential teaching strategies are encouraged. In the event material incorporated in the presentation is psychologically or otherwise emotionally arousing, please see the instructor in order to plan that appropriate steps are taken to prepare the course participants.

Note that there will be a need for each small group to meet together outside of class session time.

D. GRADING CRITERIA

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *VII- Knowledge and Skill Outcomes*) being assessed by the given requirement.

| Course Requirement | Number of Points | Approximate Percentage | Expected Outcomes |
|--|------------------|------------------------|---|
| Pre-work courses (20 X 3) | 60 | 20% | 1, 2, 4 [CACREP 2.F.3.g; CACREP 2.F.5.l; CACREP 2.F.1.c] |
| Weekly trainings | 80 | 25% | 1, 5, 9, 16 [CACREP 2.F.3.g; CACREP 5.C.2.f] |
| eClass participation/ discussion and skills demonstration (3 X 15) | 45 | 20% | 1, 2, 3, 4 [CACREP 2.F.3.g; CACREP 2.F.5.l; CACREP 2.F.1.c; CACREP 2.F.5.m] |
| Trauma Resources File & Bibliotherapy | 40 | 10% | 1, 10 [CACREP 2.F.3.g] |
| Crisis Counseling Team Project | 40 | 10% | 1, 5, 6, 7, 8 [CACREP 2.F.3.g; CACREP 5.C.2.f] |
| Personal Loss Timeline & Reflection Journal | 30 | 10% | 1, 3, 14 [CACREP 2.F.3.g; CACREP 2.F.5.m] |
| EP-IPCP Simulation | 25 | 5% | 1, 3, 5, 9, 12, 13, 15 [CACREP 5.C.2.f; CACREP 2.F.3.g; CACREP 2.F.5.m] |
| TOTAL POINTS | 320 | 100% | |

E. **DISTRIBUTION OF SCORES**

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *VII- Knowledge and Skill Outcomes*) being assessed by the given requirement.

| Letter Grade | Percentage Range |
|--------------|------------------|
| A | 95 – 100% |
| A- | 90 – 94% |
| B+ | 87 – 89% |
| B | 83 – 86% |
| B- | 80 – 82% |
| C+ | 77 – 79% |
| C | 73 – 76% |
| C- | 70 – 72% |
| D | 60 – 69% |
| F | 0 – 59% |

IX. COURSE CALENDAR

| Date | Topic | CACREP Common Core and Specialty | Assignment Due |
|--------------------------------|--|--|---|
| Tuesday mm/dd Week 1 | Psychological First Aid Syllabus Overview Self-Care Assessment Psychological First Aid Group Setting Video Discussion | CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan. CACREP 2.F.5.m Know crisis intervention, trauma informed, and community-based strategies, such as Psychological First Aid CACREP 2.F.1.c Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams | Johns Hopkins School of Public Health Psychological First Aid NCTSN Skills for Psychological Recovery Submit proof of courses' completion to eClass Bring your questions to the class |
| Tuesday mm/dd Week 2 | Crisis Preparation and Response Introduction to Risk Communication Personal Preparedness Programs Local and National Responses Guest speaker (Red Cross) | CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan. CACREP 2.F.5.m Know crisis intervention, trauma informed, and community-based strategies, such as Psychological First Aid CACREP 5.C.2.a. Understand the roles and settings of clinical mental health where counselors work. Understand how emergency management systems do not differ significantly according to the types of crises, disasters, and other trauma-causing events that are encountered. | Personal Loss Timeline & Reflection Journal IS-100.C: Basic Incident Command System for Initial Response Submit proof of course completion to eClass Watch video clips and comment (eClass) Bring your questions to the class |

| | | | |
|--|---|--|--|
| <p>Tuesday mm/dd</p> <p>Week 3</p> | <p>When Crisis Leads to Danger to Self, Others, Psychotic Decomposition, or Medical Emergencies</p> <p>How Crises Can Exacerbate Previous Situations or Initiate New Ones.</p> <p>Assessing and intervention of suicidal ideation, homicidal ideation and psychosis</p> <p>Attending to Medical Crises I: Heart attacks, Strokes, Diabetic emergencies, etc.</p> <p>Guest speakers (Parkridge Valley) (SAU-Nursing)</p> | <p>CACREP 2.F.3.e. Understand the biological, neurological, and physiological factors that affect human development, functioning, and behavior.</p> <p>CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan.</p> <p>CACREP 2.F.5.I Know the suicide prevention models and strategies</p> <p>CACREP 5.C.2.a. Understand the roles and settings of clinical mental health where counselors work.</p> <p>CACREP 5.C.2.f Understand the impact of crisis and trauma on individuals with mental health diagnoses.</p> <p>Understand the effects of medical emergencies in crises in addition how to navigate medical and psychological effects on individuals, families, and friends of people during medical emergencies.</p> | <p>EVER BRIDGE: 10 Keys to Healthcare Emergency Planning</p> <p>Submit proof of course completion to eClass</p> <p>Watch video clips and comment (eClass)</p> <p>Bring your questions to the class</p> |
| <p>Tuesday mm/dd</p> <p>Week 4</p> | <p>The Connection Between Crises and Addictions</p> <p>When crisis leads to addictions and/or increases it.</p> <p>Addressing mental, emotional, physical, and spiritual crises that clients might face.</p> | <p>CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan.</p> <p>Understand the potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders</p> <p>Understand the factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders.</p> | <p>SAMSHA: Disaster Substance Abuse Services: Planning and Preparedness</p> <p>SAMSHA: How Childhood Trauma Leads to Addiction</p> <p>Submit proof of course' completion to eClass</p> |

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| | <p>Emergencies related to addictions</p> <p>How to manage a crisis in an agency.</p> <p>Guest speaker (CADAS)</p> | <p>Understand the role of wellness and spirituality in the addiction recovery process.</p> <p>Understand the assessment of biopsychosocial and spiritual history relevant to addiction.</p> <p>Understand the impact of addiction on marriages, couples, and families.</p> <p>CACREP CMHC 5.C.1.d Understand the neurobiological and medical foundations and etiology of addition and co-occurring disorders.</p> <p>CACREP 5.C.2.e. Understand the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.</p> | <p>Watch video clips and comment (eClass)</p> <p>Bring your questions to the class.</p> |
| <p>Tuesday mm/dd</p> <p>Week 5</p> | <p>How Crises Can Exacerbate Previous Situations or Initiate New Ones.</p> <p>Attending to Medical Crises II: Epilepsy, Seizures</p> <p>Guest speaker (Epilepsy Foundation/EFST)</p> | <p>CACREP 2.F.3.e. Understand the biological, neurological, and physiological factors that affect human development, functioning, and behavior.</p> <p>CACREP 2.F.3.g. Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan.</p> | <p>Submit proof of course' completion to eClass</p> <p>Watch video clips and comment (eClass)</p> <p>Bring your questions to the class</p> |
| <p>Tuesday mm/dd</p> <p>Week 6</p> | <p>Dealing with Disasters & Responding to Crises</p> <p>Natural disasters (tornadoes, earthquakes, hurricanes, landslides, tsunamis, flood, drought).</p> | <p>CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan.</p> <p>Understand the operation of emergency management systems within clinical mental health agencies, schools and communities as they are currently implemented in the U.S. at the local, regional and national levels.</p> <p>Understand how emergency management systems do not differ significantly according</p> | <p>SAMHSA: Introduction to Promising Practices in Disaster Behavioral Health Planning</p> |

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| | <p>Man-made disasters (shootings, fire, riots in community, schools, workplace).</p> <p>Guest speaker (Cleveland Community College)</p> | <p>to the types of crises, disasters, and other trauma-causing events that are encountered.</p> | <p>FEMA: IS-200.C: Basic Incident Command System for Initial Response, ICS-200</p> <p>Submit proof of course' completion to eClass</p> <p>Watch video clips and comment (eClass)</p> <p>Bring your questions to the class</p> |
| <p>Tuesday mm/dd</p> <p>Week 7</p> | <p>Crises from Sexual Assault, Rape, Domestic Violence</p> <p>Guest speakers (Partnership Family and Children)</p> | <p>CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan.</p> <p>CACREP 5.E.2.b. Have knowledge of the roles of college counselors and student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma and the role and responsibilities of clinical mental health and school counselors during crises.</p> | <p>Trauma Resources File & Bibliotherapy</p> <p>Watch video clips and comment (eClass)</p> <p>Bring your questions to the class</p> |
| <p>Tuesday mm/dd</p> <p>Week 8</p> | <p>How Crises Can Exacerbate Previous situations or Initiate New Ones. Attending to Medical Crises III: Eating Disorders</p> <p>Guest speaker: Amber Arthur (Cardiac Nursing)</p> | <p>CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan.</p> | <p>MHSU: Eating Disorders Training - Acute Care</p> <p>Submit proof of course' completion to eClass</p> <p>Watch video clips and comment (eClass)</p> |

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| | | | Bring your questions to the class |
| Tuesday mm/dd Week 9 | <p>Childhood and Teenager: Abuse/neglect/violence/homelessness</p> <p>Guest speaker (TN-DCS)</p> <p>Adulthood & Elderly: Homelessness, violence, abuse, crime & addictions</p> <p>Guest speaker (Salvation Army)</p> | <p>CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan.</p> <p>Understand the procedures for identifying trauma and abuse and for reporting abuse</p> | <p>SAMSHA: Shield of resilience training</p> <p>Submit proof of course' completion to eClass</p> <p>Watch video clips and comment (eClass)</p> <p>Bring your questions to the class</p> |
| Tuesday mm/dd Week 10 | <p>First responders: Disasters & Crises</p> <p>Individual and group responses Impact on veterans, PTSD, trauma</p> <p>Guest speaker: (CP Assistant Police Chief)</p> <p>University response to crises</p> <p>Guest speaker: (SAU-Campus Safety Officer)</p> | <p>CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan.</p> <p>Demonstrate ability to apply coping strategies to reduce the risk for compassion fatigue, vicarious traumatization and other adverse impacts on mental health counselors who work as crisis responders</p> <p>Understand how emergency management systems do not differ significantly according to the types of crises, disasters, and other trauma-causing events that are encountered.</p> | <p>SAMSHA: Self-Care for Disaster Behavioral Health Responders</p> <p>SAMSHA: Service to Self-Behavioral Health for Fire and EMS Personnel</p> <p>Submit proof of courses' completion to eClass</p> <p>Watch video clips and comment (eClass)</p> <p>Bring your questions to the class</p> |

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| <p>Tuesday mm/dd</p> <p>Week 11</p> | <p>Human Trafficking</p> <p>Guest speaker (Second Life /SLTN)</p> | <p>CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan.</p> <p>Understand the procedures for identifying trauma and abuse and for reporting abuse.</p> <p>Understand school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.</p> | <p>SAMSHA: Compassion Fatigue</p> <p>Submit proof of course' completion to eClass</p> <p>Watch video clips and comment (eClass)</p> <p>Bring your questions to the class</p> |
| <p>Tuesday mm/dd</p> <p>Week 12</p> | <p>When Personal Crisis Hit How to survive and thrive beyond trauma in the midst of helping others.</p> <p>Self-care, Burnout</p> <p>Cost of Caring, Compassion Fatigue, Secondary Traumatization</p> <p>Guest speaker (SAU-SW)</p> | <p>CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan.</p> <p>Demonstrate ability to apply coping strategies to reduce the risk for compassion fatigue, vicarious traumatization and other adverse impacts on mental health counselors who work as crisis responders.</p> <p>Demonstrate ability to use self-exploration effectively in order to determine counselor's mental and physical readiness to respond to crisis events.</p> <p>Know self-care strategies appropriate to the counselor role</p> | <p>SAMSHA: Resiliency in Disaster Behavioral Health</p> <p>Submit proof of course' completion to eClass</p> <p>Watch video clips and comment (eClass)</p> <p>Bring your questions to the class</p> |
| <p>Tuesday mm/dd</p> <p>Week 13</p> | <p>Dealing with Loss and Grief: Coping skills during times of psychiatric and/or psychological crises</p> <p>Guest speaker (TLPCA Member)</p> | <p>CACREP 2.F.15.I. Know self-care strategies appropriate to the counselor's role.</p> <p>CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan.</p> <p>CACREP 5.C.2.f Understand the impact of crisis and trauma on individuals with mental health diagnoses.</p> | <p>SAMSHA: Cultural Awareness: Children and Youth in Disasters</p> <p>Submit proof of course' completion to eClass</p> |

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| | Working with Children Who Had Lost Their Caregivers Guest speaker (Helping Paws Healing Hearts) | Know school and community collaboration models for crisis/disaster preparedness and response. | Watch video clips and comment (eClass) Bring your questions to the class |
| [day] mm/dd | Emergency Preparedness Inter-Professional Collaborative Practice Simulation (EP IPCP) Putting it all together | CACREP 5.C.2.f Understand the impact of crisis and trauma on individuals with mental health diagnoses. CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan. CACREP 2.F.5.m Know crisis intervention, trauma informed, and community-based strategies, such as Psychological First Aid | Participate in the simulation |
| Thanksgiving break mm/dd – mm/dd | | | |
| Tuesday mm/dd Week 14 | Responding to Spiritual Crises Child abuse, domestic violence, addictions, LGBTQ, mental health issues, death, etc. Guest speakers (Hospice of Chattanooga, Erlanger Chaplaincy) | CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan. | Watch video clips and comment (eClass) Bring your questions to the class |
| Tuesday mm/dd Week 15 | Crisis Counseling Team Project Students' presentations | CACREP 2.F.3.g Understand the effects of crises, disasters, and trauma on diverse individuals across the lifespan. CACREP 5.C.2.f Understand the impact of crisis and trauma on individuals with mental health diagnoses. | Crisis Counseling Team Project |

Appendix A

Southern School of Education & Psychology Conceptual Framework For Professional Education Programs

To Serve, To Lead, To Transform

The Mission – School of Education & Psychology

The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

The Goal – Professional Education Programs

The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

This goal is reflected in the conceptual framework, in which we seek to provide opportunities for each candidate to become effective as: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision maker, and (d) a committed professional. These core objectives are achieved through specific proficiencies that lay the foundation of professional excellence.

The Core Objectives and Expected Proficiencies

As a caring person, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Demonstrating an ideal of fairness and belief that all students can learn
- Recognizing and respecting diversity, individual worth, and integrity
- Considering the influence of community, school, and family context
- Emulating the example of Christ-like service

As an informed facilitator of learning, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Providing nurturing environments, services, and programs
- Demonstrating understanding of central concepts
- Demonstrating understanding of how individuals develop
- Meeting the needs of a diverse student population
- Using technology to enhance communication and student learning

As a reflective decision-maker, the candidate/school professional will demonstrate knowledge, skills, and dispositions through:

- Demonstrating intellectual curiosity, critical thinking, and strategic decision-making
- Using theory, based on scientific research, to enhance pedagogical and professional practice
- Using formal and informal assessments to make informed professional decisions
- Reflecting on professional practice

As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:

- Collaborating with peers and consulting with professionals
- Demonstrating professional, legal, and ethical responsibilities
- Participating in opportunities to achieve professional excellence
- Recognizing the value of health and a commitment to a lifestyle of wellness

Demonstrating appropriate communication skills