



Department of Counseling and Student Affairs

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COURSE

CNS 592. Crisis Counseling. Theory and practice of crisis counseling. Application of intervention and prevention strategies in individual, family and systemic crisis, disaster and trauma causing events. Pre-requisites are admission to or completion of approved program in helping profession, or instructor permission.

PURPOSE OF THE COURSE

This course is designed to provide students with an understanding of, as well as opportunities to develop basic and advanced strategies in crisis counseling skills and procedures.

COURSE OBJECTIVES

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards noted below. Students are assessed on the standards noted with an asterisk*.

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM

F. 3. HUMAN GROWTH AND DEVELOPMENT

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

5. COUNSELING AND HELPING RELATIONSHIPS

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

CLINICAL MENTAL HEALTH COUNSELING

2. CONTEXTUAL DIMENSIONS

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

MARRIAGE, COUPLE, AND FAMILY COUNSELING

2. CONTEXTUAL DIMENSIONS

g. impact of crisis and trauma on marriages, couples, and families

i. impact of interpersonal violence on marriages, couples, and families

SCHOOL COUNSELING

2. CONTEXTUAL DIMENSIONS

- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

REQUIRED AND RECOMMENDED COURSE READINGS

Required Text

James, R.K , & Gilliland, E.B. (2017). *Crisis intervention strategies (8th ed.)*. Boston, MA
ISBN- 978-1-305-27147-0

CLASS PREPARATION AND METHODS OF INSTRUCTION

Students should expect to invest about 3-4 hours outside of class each week for each credit of coursework they are enrolled in. During this time they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. This course will use a combination of lecture, class discussion, experimental activities, and class presentations to achieve course learning objectives.

COURSE REQUIREMENTS

Quizzes- Two quizzes will be posted on blackboard worth 10 points each.

Crisis Research Paper- Students will identify a crisis intervention topic of particular interest to them, or of particular relevance to the work setting and the clientele they intend serve as a professional counselor. The paper should begin with a broad review of the current literature then streamline to review the specific population of interest. For example, instead of grief and loss; or sexual violence, students will specify bereavement grief in elementary school age children; sexual violence prevention/intervention for adolescent girls.

Students will cite and *synthesize* information from the related literature. Include an in-depth description of initial crisis reactions, and issues/problems associated with the crisis. Identify and describe programs recommended approaches, interventions, and techniques as well as associated outcome studies and application to the profession.

Papers should be between 8-10 pages not including the reference page, typed and double-spaced using APA style. Students *must* include *at least* 5 professional peer-reviewed journal articles; it may also include chapters from books on the topic, as well as relevant online resources.

Presentation- Students will record a 5-10 minute video reviewing the material from their research paper. Students are responsible for watching their peer videos and responding to a minimum of *three*.

Web-Enhanced, Blackboard Discussion and Posts

Blackboard assignments are due prior to the next BBD discussion and must be completed within the given discussion period. Students are expected to read the entirety of each blackboard discussion including the instructor's reply posts to other students. All BBD postings must be completed within the given discussion period. Late submissions are not accepted under any circumstance.

Main Post (5 points). Main Posts are new threads that are responses to the instructions for each particular lesson or topic. Main posts must be submitted during with enough time prior to the due date so that others can respond accordingly. Since posts cannot be changed after submittal, it is recommended that all documents are first written and saved into Word. Documents can be cut and pasted by opening <HTML> function. Requirements of each main post include the following:

- A. At least 250 words in length
- B. Specific answers to all of the questions noted in the assignment prompt, supported by references from the week or topic's assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 7th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness

Response Post (3 points). For any given Blackboard discussion, students must submit at least three response to another student's main post. In order to earn credit for the response post, the entire discussion must be read. Requirements of each main post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content; evidence that the entire discussion was read
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 7th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness

Discussion Post Rubrics for Main and Response Posts are as follows:

Criteria	3 Points Possible	2 Points Possible	1 Point Possible
Critical Thinking/Application	Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content, while including examples and elaboration on prompt. Post makes a contribution to the discussion. Incorporation of references from the topic's associated readings.	Conceptualization of the reading material is somewhat illustrated. Post somewhat adds new insight or contribution to the discussion. Examples within posts are limited. References may have been used to strengthen position/s; relevant references missing); evidence does not adequately support that student read the entire discussion up until posting.	Limited illustration of critical thinking and application. Limited evidence providing support for required reading being completed and applied. References are not used, do not apply to the prompt or the post being responded to, or appear haphazardly chosen.
Formatting, Grammar and Word Count			No mistakes. Word count met.

Criteria	3 Points Possible	2 Points Possible	1 Point Possible
Timeliness			Post made on time as noted in the syllabus and/or instructed by the professor; with enough time for students to read and respond.
Response Post	Response post is excellent in the areas (a) critical thinking/application; (b) inclusion of references; (c) formatting, grammar and word count; and (d) timeliness..	Response post is satisfactory; and may be limited in any of the following areas: (a) critical thinking/application (limited contribution to the discussion); (b) limited or somewhat appropriate references; (c) formatting, grammar and word count; and/or (somewhat timely). The response post may rely too heavily on critiquing the other student's main post, rather than adding and contributing to the content.	Post hardly meets all of the criteria.

STUDENT EVALUATION CRITERIA AND PROCEDURES

Grading Scale

A =	90 – 100 points
B =	80 – 89 points
C =	70 – 79 points
D =	60 -69 points
F =	59 points and below

Points

Quizzes	20 points
Discussion Board Posts	24 points
Crisis Research Paper	35 points
Presentation	15 Points
Peer Response to Presentations	6 Points
Total	100 points

Occasionally the professor may offer available Professional Development opportunities to substitute course work. These opportunities are chosen because they are deemed to meet the given objective/s of the course.

CACREP ASSESSMENTS

Assignments that include assessments of CACREP standards must be uploaded to the CEBS Electronic Portfolio System (EPS) by the due date. Assignments not uploaded in the CEBS system prior to finals week (unless due that week) may result in an Incomplete in the course.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

ACADEMIC AND PROFESSIONAL INTEGRITY

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self

and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Self-plagiarism: This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their "previously published work as new scholarship (p. 16)." It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper to meet a course requirement in another course. Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

A tutorial is posted online in the Student Handbook. In the Statement of Understanding Form you sign regarding responsibility for policies and procedures presented in the handbook, the following statement and signature line is included:

"I also attest that I have successfully completed the plagiarism tutorial as required by the department and will be held responsible for upholding department and university standards for ethical behavior and academic integrity."

Signed _____

Students enrolled in the Department of Counseling and Student Affairs are expected to conduct themselves professionally. For example, students will be asked throughout the program to engage in self-reflection activities in which they will share personal information with other classmates. Such information is not to be shared outside of the class and must remain strictly confidential. A breach of confidentiality is considered a serious ethical and professional violation. Other expectations related to professional behavior include respecting divergent points of view, contributing to a positive classroom environment, receiving and giving feedback from others respectfully. See additional details regarding expectations for professional behavior in the CNS Student Handbook.

INFORMED CONSENT

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. All graduate students are expected to develop standards of academic and professional performance and are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences, which focus on self-understanding or growth. The letter grade awarded for a class may not reflect an evaluation of personal qualities needed to function as a competent counselor. Admission of a student to a counseling class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process, and students should be aware that the instructor has a continuous responsibility to make such an assessment. See graduate catalog and the Department of Counseling & Student Affairs Student Handbook for more details.

USE OF CURRENT RESEARCH

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

USE OF TECHNOLOGY IN COURSE

E-mail and Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. Students should stay abreast of such communication throughout each week of the course.

LATE OR MISSING ASSIGNMENTS

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 3 points per each day late (including weekends); assignments past due one week are not accepted. Late submissions for quizzes are not accepted under any circumstance.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, as well as the course schedule are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

*****The syllabus and grading requirements may be changed if unforeseen extenuating circumstances occur. If such an event occurs, class members will be properly informed.**

CNS 552 – Crisis Research Presentation
Semester: Summer 2021 Grade: _____/15

Name: _____ Faculty Name: Dr. Andrea Jenkins

Requirement	Student inconsistently, or rarely meets assignment requirements and expectations 1 point	Student somewhat meets assignment requirements and expectations 2 points	Student meets or exceeds assignment requirements and expectations 3 points
Review of Current Literature	Student inconsistently, or rarely meets Literature Review requirements and expectations	Student somewhat meets Literature Review requirements and expectations	Student meets or exceeds Literature Review requirements and expectations
Application: Program/Resources	Student inconsistently, or rarely meets application of program/resources requirements and expectations	Student somewhat meets application of program/ resource requirements and expectations	Student meets or exceeds application of program/resource requirements and expectations
Application: Intervention/Techniques	Student inconsistently, or rarely meets application of intervention/technique requirements and expectations	Student somewhat meets application of intervention/techniques requirements and expectations	Student meets or exceeds application of intervention/technique requirements and expectations
Outcome Studies / Application to profession	Student inconsistently, or rarely meets application to the profession and outcome study	Student somewhat meets application to the profession and outcome study	Student meets or exceeds application to the profession and outcome study

	requirements and expectations	requirements and expectations	requirements and expectations
APA formatting (references, in-text citations, etc.)	Student inconsistently, or rarely meets APA formatting requirements	Student somewhat meets APA formatting requirements	Student meets or exceeds APA formatting requirements
Time Requirements are met (5-10 minute presentation)	Yes-0 Points	No-1 point deducted	

<p style="text-align: center;">CNS 592 – Crisis Research Paper</p> <p style="text-align: center;">Semester: _____ Grade: _____/35</p> <p>Name: _____ Faculty Name: Dr. Andrea Jenkins</p>				
Criteria	Levels of Achievement			
	Student Exceeds Assignment Requirements and Expectations	Student Meets Assignment Requirements and Expectations	Student Somewhat Meets Assignment Requirements and Expectations	Student Inconsistently, or Rarely Meets Assignment Requirements and Expectations
Paper/APA Format. Use of headings and sub-headings that reflect the given list of required content; Relevant APA formatting guidelines.	4 Points (a) Headings and sub-headings were used to reflect the given list of content; (b) No mistakes in APA formatting.	3 Points (a) Headings and sub-headings were used adequately; (b) Few errors made in APA formatting.	2 Points (a) Some of the required headings and sub-headings were not used; (b) Multiple mistakes in APA formatting.	1 Points (a) Many of the required headings and sub-headings were not used; (b) APA formatting almost non-existent.
Paper Format. Spelling and Grammar. Length requirement is met (8-10 pages not including references or title page).	4 Points No mistakes. Length requirement met.	3 Points Few errors made in spelling. Length requirement met.	2 Points Multiple mistakes in spelling. Length requirement somewhat met.	1 Points Various spelling errors made throughout the document. Length requirement not met.
APA: References and in-text citations are in correct APA format.	4 Points All references cited on the presentation are listed; are in single-spaced and in correct APA formatting and spelling; represent the requirements of references for this project.	3 Points References adequately met the requirements.	2 Points References somewhat, yet inconsistently met the requirements.	1 Points References rarely meet the requirements.

Literature Review: Review of current literature. Paper should begin with an overarching theme then streamline to a more specific population.	4 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. Section presents a clear, streamlined progression.	3 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions. Section presents a progression.	2 Points Information is somewhat inadequate and/or is not exactly accurate; section demonstrates somewhat inadequate conceptualization of course materials with limited and/or inappropriate inclusion of references to support contentions. A progression is somewhat unclear.	1 Points Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. The literature does not have a clear progression of broad to more specific.
Literature Review: In-depth description of initial crisis reactions. (Emotional, physical, etc.)	4 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. All possible aspects of the initial reaction are covered.	3 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions; Most possible aspects of the initial reaction are covered.	2 Points Information is somewhat inadequate and/or is not exactly accurate; section demonstrates somewhat inadequate conceptualization of course materials with limited and/or inappropriate inclusion of references to support contentions. Some possible aspects of the initial reaction are covered.	1 Points Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. Various components of reactions are missing.
Literature Review: Common	4 Points	3 Points	2 Points	1 Points

issues/problems associated with the crisis. Inclusion of short-term as well as long-term problems.	Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. Long term & short term implications are examined	Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions; Most possible aspects of long/short term reaction are covered	Information is somewhat inadequate and/or is not exactly accurate; section demonstrates somewhat inadequate conceptualization of course materials with limited and/or inappropriate inclusion of references to support contentions. Some possible aspects of long term/short term are covered	Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. Long term & short-term implications are not discussed.
Application: Identification of various programs & resources that work specifically with this population.	4 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. Resources are consistent with the population identified.	3 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions; Most resources specific to the population are covered.	2 Points Information is somewhat inadequate and/or is not exactly accurate; section demonstrates somewhat inadequate conceptualization of course materials with limited and/or inappropriate inclusion of references to support contentions. Some resources specific to the population are covered.	1 Points Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. Resources are lacking and/or not consistent with the population identified.
Application: Description of various	4 Points	3 Points	2 Points	1 Points

approaches, interventions and techniques that are found to be beneficial with this clientele. Some should specifically relate to counseling.	Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. Interventions and techniques listed are exhausted and applicable to the counseling profession.	Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions. Adequate amount of approaches, interventions and techniques are listed and made applicable to the counseling profession.	Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. Interventions & techniques are not covered or are not applicable to the counseling profession. Approaches, interventions and techniques are not adequately covered nor applicable to the counseling profession.	Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. Interventions & techniques are not covered or are not applicable to the counseling profession. Approaches, interventions and techniques are not adequately covered nor applicable to the counseling profession.
Application: Conclusion should include the necessary components.	4 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. The assignment is clearly applicable to the	3 Points Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions. The assignment is applicable to	2 Points Information is somewhat inadequate and/or is not exactly accurate; section demonstrates somewhat inadequate conceptualization of course materials with limited and/or inappropriate inclusion of references to support contentions. The assignment is somewhat applicable to the	1 Points Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. The assignment is not clearly applicable to the counseling profession.

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