

CHAMINADE UNIVERSITY OF HONOLULU

PSY 775 Crisis Counseling: Mental Health Summer Graduate 2022 (AY SSM21)

Class Time: Online

Location: Online

Instructor: Darren Iwamoto, Ed.D., LMHC

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Office Hours: Wed & Thur 5:00 pm – 5:30 pm

Catalog Course Description

Students will become familiar with the crisis intervention approach to the delivery of mental health services. Students will examine various types of life crises and determine appropriate interventions for each. This is a required course for the Mental Health emphasis.

Mental Health Emphasis Program Learning Outcomes (PLO)

1. Students will identify counseling theories, principles, concepts, techniques, and facts in mental health counseling.
2. Students will demonstrate the ability to facilitate the counseling process with clients in a mental health setting.
3. Students will identify the relationship between adaptation and change and the counseling process in a mental health setting.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program Mental Health emphasis student learning outcomes of: 1) Students will identify core counseling, theories, principles, concepts, techniques, and facts in mental health counseling, and 2) Students will demonstrate the ability to facilitate the counseling process with clients in a mental health setting, and 3) Students will identify the relationship between adaptation and change, and the counseling process in a mental health setting.

Required Text:

James, R. & Gilliland, B. (2017). *Crisis intervention strategies (8th Ed.)*. Boston, MA: Cengage Learning.

van der Kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin Books.

Course Description

Students will become familiar with the crisis intervention approach to the delivery of mental health services. Students will examine various types of life crises and determine appropriate interventions. This is a required course for the Mental Health emphasis. As a result, crisis situations and methods of assessment and interventions will be focused on, but not limited to, local, national, and international community settings.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctoral school application, etc.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Explain Mental Health counseling competencies as identified in the American Counseling Association (ACA) national standards (PLO #1)
2. Explain ACA ethical standards and Hawaii State Law and be able to apply these standards in their work in mental health settings (PLO #1)
3. Evaluate crisis counseling approaches within a mental health counseling context (PLO #2)
4. Illustrate and relate best practice developmental crisis counseling models and theories to crisis situations (PLO #2)

5. Synthesize the scientific method/inquiry to describe, predict, determine causes of, and explain the etiology of crisis behavior (PLO #1)
6. Appraise one's own cultural biases; knowledge about the status of different cultural groups; and skills to effect culturally appropriate interventions (PLO #2)
7. Relate a life span approach to crisis intervention strategies (PLO #2)
8. Transfer theory and practice to consultation relative to crisis management (PLO #2)
9. Synthesize the relationship between the Marianist Educational Value of Adaptation and Change, and crisis counseling in a mental health setting (PLO #3)

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Attendance

It is expected that you will be active on Canvas weekly. Please let your instructor know if you will be inactive on Canvas for longer than a week.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Assignments

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed. You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

<i>Assignment</i>	<i>Description</i>	<i>Points</i>	<i>Applicable SLO</i>
<i>Final Exam: Applied Crisis Counseling</i>	This Final Examination will cover all of the required readings assigned from Week 1 through Week 9, videos shown in class, material from the presentations, the Marianist Values, and the Scientific Method. This exam consists of all short-answer questions.	100 points	1, 2, 3, 4, 5, 7, 8
<i>Mid-Term Exam: Anxiety & Depression</i>	This worksheet will assess your knowledge about the psychobiology of anxiety and depression	75 points	5

	This exam consists of all short-answer questions.		
<i>Community Referral Notebook</i>	<p>You will be asked to develop two sections of a community referral notebook that details crisis services available in your community. At a minimum, the following categories are required.</p> <p>Please pick <u>two</u> topics (don't worry about duplication with your peers) from this list then locate the data related to the prompts located below.</p> <ul style="list-style-type: none"> • Adult Protection • Child Protection • General Counseling Services • Domestic Violence Services • Substance Abuse Services • Health Counseling • HIV/AIDS/STD • Hotlines • Sexual Assault • Support Groups • Suicide Prevention • Shelters • Parenting Services • Elderly Services • Job Training/Placement • Financial Assistance/Services • Public Assistance Programs • Veteran Services <p>Each resource should contain the following information:</p> <ul style="list-style-type: none"> • Name of the Agency • Phone Number(s) • Hours of Operation • Service(s) Description(s) • Service Area (e.g., Oahu, Maui, Honolulu-only, etc.) • Eligibility • Target Population • Fees <p>This assignment will be completed in a threaded Discussion in Canvas so the resource information can be viewed by everyone for future reference. As a class, you will create a comprehensive community referral notebook collectively. The Discussion thread will be called Community Referral Notebook.</p>	10 points	3, 8
<i>Crisis Situation and Intervention Plan</i>	<p>Each student will be required to complete a presentation on a crisis situation and develop an intervention plan for working with the population affected. You will select a crisis situation from the topic list provided by the instructor and will research it thoroughly. The following topics have been approved. If you would like to propose a topic, you are free to do so.</p> <ul style="list-style-type: none"> • Response to death across the life span • Response to suicide • Response to the diagnosis of a terminal illness • Response to the victim of a traumatic experience (posttraumatic stress disorder) 	100 points	1, 2, 3, 4, 5, 7, 8

	<ul style="list-style-type: none"> • Response to chemical dependency • Response to a natural disaster resulting in mass casualties and losses • Response to a man-made disaster resulting in mass casualties and losses • Response to child abuse • Response to elderly abuse • Response to domestic violence • Response to sexual assault • Response to gang violence • Response to bullying (physical, psychological, & cyber) <p>Areas to be covered in the presentation include, but are not limited to: a) a description of the crisis, b) an explanation of the dynamics of the crisis situation, c) provide evidence of best practice pertaining to the intervention and/or treatment/counseling approach, d) ethical challenges pertaining to this crisis, e) personnel and services to be mobilized (if applicable) – strategies for the initial, intermediary, and long-term responses to the crisis, and f) how to prevent further traumatic reactions (e.g., after-care models, follow-up procedures, etc...).</p> <p>In addition to the presentation, each presenter must reference at least one (1) peer-reviewed journal article addressing the best practice approach related to the topic of their respective presentation.</p> <p>You can access peer-reviewed journal articles by clicking on this link: https://lib.chaminade.edu/</p> <p>In addition to the one (1) peer-reviewed journal article, a minimum of three additional credible sources must be cited using proper APA format at the end of the video presentation. The presentation should be no less than 5 slides, not including a title slide and a reference slide.</p> <p>You will submit your presentation in Canvas (a designated Discussion thread so all of your peers can view your presentation) or in the respective Discussion thread as a Google Share Link from Google Drive or other forms of hyperlinks. Acceptable formats for your presentation are Google Slides, Microsoft PowerPoint, Canva, and Prezi.</p>		
Case Study	<p>For this assignment, you will utilize the Hybrid Model of Crisis Intervention, as described in Chapter 3 of the Crisis Intervention Strategies 8th ed text by James and Gilliland.</p> <p>First, review the case. (The case is located in the Assignment Description in Canvas.)</p> <p><i>After reviewing the case, you are going to describe and discuss each task associated to the Hybrid Model of Crisis Interview. After you describe and discuss the respective task, you will then write how you would support Sophie in relation to that task.</i></p> <p><i>Task 1: Predispositioning/Engaging/Initiating Contact</i></p>	50 pts	4, 6, 9

	<p><i>Task 2: Problem Exploration: Defining the Crisis</i></p> <p><i>Task 3: Providing Support</i></p> <p><i>Task 4: Examining Alternatives</i></p> <p><i>Task 5: Planning in Order to Re-establish Control</i></p> <p><i>Task 6: Obtaining Commitment</i></p> <p>Task 7: Follow-Up</p> <p>Your thoughts and claims must be supported by credible sources. There is no minimum or maximum word/page count. It is important that you define and explain each task thoroughly and then align your actions to that task. Your case study paper must be formatted using APA style. In-text citations, reference page, and the headers (uses the Tasks as the headers) are required. A minimum of 5 credible sources is required. One of those sources should be your text.</p> <p><u>For this assignment, TurnItIn, which is a plagiarism checker application, will be used. Your similarity report must be at or below 25%.</u></p>		
<p>Discussion Responses & Participation</p>	<p><i>Discussion Question Response</i> - Based on the video, your readings, and your thoughts on the subject, please respond to the discussion question in no less than 200 words in length. Post your discussion response directly to Canvas. Do not post as an attachment. This will make it easier for everyone to see your response. List your sources at the bottom of your post using APA formatting.</p> <p><i>Participation Requirement</i> - Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives. For full participation credit you are required to contribute a total of two substantive responses each week.</p> <p><i>Following are guidelines for weekly discussion response grades:</i></p> <ul style="list-style-type: none"> ▪ <i>Excellent</i> = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is <i>well written</i>. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. ▪ <i>Above Average</i> = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed. ▪ <i>Average</i> = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for 	<p>135 points</p> <p>(9 Discussion Responses worth 5 points each with 2 participation responses per week worth 5 points each (5 * 2 per week = 10 points) x 9 weeks = 135 total points.</p>	<p>3, 4, 5, 6, 7, 8, 9</p>

	<p>personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand.</p> <ul style="list-style-type: none"> ▪ <i>Minimal</i> = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere. ▪ <i>Unacceptable</i> = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided. 		
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Total Possible Points. = 470

All assignments will be due as stated in Canvas. No assignments will be accepted after its due date unless prior arrangements have been agreed upon with the instructor.

Grading

A = 90% – 100%

B = 89% – 80%

C = 79% – 0%

Tentative Course Schedule – *The class will be split in half and each student will be assigned to either Cohort 1 or Cohort 2. Please refer to the schedule below to see when you will be attending the in-person portion of this class. Weeks when you are not assigned to physically come to class, you will be participating in an asynchronous learning environment on Canvas.

J = James, R. & Gilliland, B. (2017). *Crisis intervention strategies (8th Ed.)*. Boston, MA: Cengage Learning.

V = van der Kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin Books.

Date	Focus	Readings	Assignment(s) Due This Week
Week 1	<ul style="list-style-type: none"> ▪ Welcome, Introductions, Course Syllabus review ▪ Chapter 1 – Approaching Crisis Intervention ▪ How do you define a crisis? ▪ Chapter 15 – Legal and Ethical Issues on Crisis of Trauma ▪ Chapter 16 – Human Services Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue ▪ Shame & Vulnerability 	<p>J = Chapters 1 & 16</p> <p>V = Part One</p>	Week 1 Discussion response
Week 2	<ul style="list-style-type: none"> ▪ Chapter 2 – Culturally Effective Helping in Crisis ▪ Chapter 3 – The Intervention and Assessment Models ▪ Maslow’s Hierarchy of Needs, Solution-Focused Therapy, Systems-Thinking, and Emotional Intelligence ▪ Basic Crisis Intervention Skills ▪ Yerkes – Dodson Law: Relationship between arousal and performance; sympathetic nervous system; what happens to the brain while experiencing a crisis 	J = Chapters 2, 3, 4, 5, & 6	<p>Week 2 Discussion response</p> <p>Week 1 Discussion Participation</p>

	<ul style="list-style-type: none"> ▪ Human Trafficking ▪ Best practice approaches for the respective crises covered during this class. 		
Week 3	<ul style="list-style-type: none"> ▪ Chapter 12 – Personal Loss: Bereavement and Grief ▪ Relationship between the limbic system and the pre-frontal cortex; serotonin, dopamine; cortisol; hippocampus; the relationship between CO(2) levels and anxiety ▪ Parasympathetic nervous system; BDNF; Vagus nerve; Oxytocin ▪ Personal Loss: Bereavement and Grief ▪ Death across the life span ▪ Best practice approaches for the respective crises covered during this class. 	<p>J = Chapter 12</p> <p>V = Part Two</p>	<p>Week 3 Discussion response</p> <p>Week 2 Discussion Participation</p> <p>Community Referral Notebook</p>
Week 4	<ul style="list-style-type: none"> • Chapter 8 – Crisis of Lethality • Suicide • Homicide • Terminal illness • Best practice approaches for the respective crises covered during this class. 	J = Chapter 8	<p>Week 4 Discussion response</p> <p>Week 3 Discussion Participation</p>
Week 5	<ul style="list-style-type: none"> ▪ Chapter 7 – Posttraumatic Stress Disorder ▪ Posttraumatic Stress Disorder ▪ Results of experiencing trauma ▪ Best practice approaches for the respective crises covered during this class. ▪ Case Study 	<p>J = Chapters 7 & 11</p> <p>V = Part Three</p>	<p>Week 5 Discussion response</p> <p>Week 4 Discussion Participation</p> <p>Case Study</p>
Week 6	<ul style="list-style-type: none"> • Topic – Chapter 17 Disaster Response • Disaster Response • Best practice approaches for the respective crises covered during this class. • Mid-Term 	J = Chapters 17	<p>Week 6 Discussion response</p> <p>Week 5 Discussion Participation</p> <p>Mid Term</p>
Week 7	<ul style="list-style-type: none"> • Chapter 10 – Partner Violence • Chapter 11 – Family Crisis Intervention • Partner Violence • Child Abuse & Elderly Abuse • Family crises • Best practice approaches for the respective crises covered during this class. 	<p>J = Chapter 10</p> <p>V = Part Four</p>	<p>Week 7 Discussion response</p> <p>Week 6 Discussion Participation</p>
Week 8	<ul style="list-style-type: none"> • Chapter 9 – Sexual Assault • Sexual Assault ▪ Best practice approaches for the respective crises covered during this class. 	<p>J = Chapter 9</p> <p>V = Part Five</p>	<p>Week 8 Discussion response</p> <p>Week 7 Discussion Participation</p>
Week 9	<ul style="list-style-type: none"> • Chapter 13 – Crisis in Schools 	J = Chapters 13 & 14	Week 9 Discussion response

	<ul style="list-style-type: none"> • Chapter 14 – Violent Behavior in Institutions • Review for Final Exam • Bullying <ul style="list-style-type: none"> ▪ Gang Violence ▪ Institutional crises ▪ Best practice approaches for the respective crises covered during this class. 		Week 8 Discussion Participation Crisis Situation and Intervention Plan
Week 10	<ul style="list-style-type: none"> • Final Exam 		Week 9 Discussion Participation Final Exam

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton.

Each of these characteristics is integrated, to varying degrees, in this course.

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations

Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>