

## CHAMINADE UNIVERSITY OF HONOLULU

### **PSY 776 Crisis Counseling: School Counseling**

#### **Fall Graduate 2022 (FM22)**

Class Time: Online

Location: Online

**Instructor:** Darren Iwamoto, Ed.D., LMHC

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**Office:** BS 111A

**Office Hours:** TH 4:00 pm – 5:20 pm and by appointment

### **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 School Counseling emphasis.

### **School Counseling Emphasis Program Learning Outcomes (PLO)**

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

### **Program Linking Statement**

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

### **Required Text:**

James, R. & Gilliland, B. (2013). *Crisis intervention strategies (7<sup>th</sup> Ed.)*. Belmont, CA: Brooks/Cole.

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 and how these interventions can be applied in a school campus setting. Focus will be on the practical implementation of crisis theories as well as best practices in school crisis counseling.

*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.*

### **Articulation of Characteristics and Values**

PSY 776 Crisis Counseling: School Counseling, is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, “new times call for new methods.” This could not be truer for the field of Counseling, in particular, Crisis Counseling. Crisis Counseling seeks to identify and understand why we do what we do and think what we think during very difficult emotional, physical, and psychological times. This value guides this course through its focus on the additional development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our weekly discussions, reflection paper, and in final project.

### **Course Learning Outcomes**

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

1. Explain the professional and ethical issues in crisis counseling in the context of school settings. This will be assessed by a project-based assignment. (PLO1)
2. Develop the skills needed to develop interventions and appropriate outcome measures in context of a crisis occurring in school settings. This will be assessed by a case-study assignment. (PLO2)
3. Identify the important theoretical perspectives in crisis counseling. This is assessed by the summative final exam. (PLO1)
4. Implement the skills which are necessary to conduct culturally appropriate assessments and interventions in the context of crises occurring in the school setting. This will be assessed by a project-based assignment. (PLO2)
5. Explain the crisis intervention theories and application of best practices in a variety of contexts within the school setting. This is assessed by the summative final exam. (PLO3)

### **Class structure**

The student learning outcomes will be accomplished via the integration of theory, review of current literature, anecdotal accounts, and the completion of a project-based final assignment. Furthermore, students will be encouraged to display critical thinking regarding research/current mental health trends, as well as best-practices within the crisis counseling context.

### **Course Integration of Hawaii Counselor Standards**

#### **ASCA Standards for School Counselor Preparation Programs (ASCA CAEP SPA)**

*Accepted by CAEP 2019*

#### **Learner and Learning**

**Standard 1. Foundational Knowledge.** Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

- 1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.
- 1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.
- 1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

#### **Content**

**Standard 2. Core Theories and Concepts.** Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques, and utilize relationship-building skills that are foundational to successful outcomes for students.

- 2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.
- 2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.
- 2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

**Standard 3. Instructional and School Counseling Interventions.** Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy

and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.

3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.

3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

### **Instructional Practice**

**Standard 4. Student Learning Outcomes.** Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

**Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs.** Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.

5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

### **Professional Responsibility**

**Standard 6. Professional Practice.** Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.

6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

**Standard 7. Ethical Practice.** Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal

and state laws and district policies.

7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.

7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

**ASCA Ethical Standards for School Counselors:** <https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>

**Hawaii Teacher Standards Board Code of Ethics – Model Code of Ethics for Educators (MCEE)**

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

*The professional educator demonstrates responsibility to oneself as an ethical professional by:*

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety;
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

*B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:*

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.
5. Cooperating fully during ethics investigations and proceedings

*C. The professional educator promotes and advances the profession within and beyond the school community by:*

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

## Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

*A. The professional educator demonstrates commitment to high standards of practice through:*

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

*B. The professional educator demonstrates responsible use of data, materials, research and assessment by:*

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and
6. Using data, data sources, or findings accurately and reliably.

*C. The professional educator acts in the best interest of all students by:*

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

## Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

*A. The professional educator respects the rights and dignity of students by:*

1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implication of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;

7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

*B. The professional educator demonstrates an ethic of care through:*

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

*C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:*

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

*A. The professional educator promotes effective and appropriate relationships with parents/guardians by:*

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

*B. The professional educator promotes effective and appropriate relationships with colleagues by:*

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;

6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

*C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:*

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

*D. The professional educator promotes effective and appropriate relationships with employers by:*

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

*E. The professional educator understands the problematic nature of multiple relationships by:*

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

#### Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

*A. The professional educator uses technology in a responsible manner by:*

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent

plagiarism by students and educators;

5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

*B. The professional educator ensures students' safety and well-being when using technology by:*

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

*C. The professional educator maintains confidentiality in the use of technology by:*

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

*D. The professional educator promotes the appropriate use of technology in educational settings by:*

1. Advocating for equal access to technology for all students, especially those historically underserved;
2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

### **ACA Ethical guidelines for Self-Care and Self-Monitoring**

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

### **ACA 2014 Code of Ethics**

#### **Section C Professional Responsibility**

##### **Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

##### **C.2.g. Impairment**

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and



provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

### **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 attend class and be active on Canvas weekly. Regarding in-person classes, if you feel ill please do not come to class. Your grade will not be affected by this. Health and safety for you and your peers are very important. Please let your instructor know in advance to class, if possible.**

### **Chaminade Counseling Center:**

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

Email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu)

Phone: 808-735-4845.

### **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](mailto: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.

### **Course Approach:**

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas and/or Zoom. Students must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

**Course Website Address (Canvas):** <https://chaminade.instructure.com/>

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

**Software Requirements:** You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

### 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 CLO</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	3
Mid-Term Exam: Anxiety & Depression	This worksheet will assess your knowledge about the psychobiology of anxiety and depression  This exam consists of all short-answer questions.	75 points	3, 5
<i>Community Referral Notebook</i>	You will be asked to develop a referral notebook that details crisis services available in their community. <b>At minimum, you will complete at least 2 of the following categories.</b> <ul style="list-style-type: none"> <li>• Adult Protection</li> <li>• Child Protection</li> <li>• General Counseling Services</li> <li>• Domestic Violence Services</li> <li>• Substance Abuse Services</li> <li>• Health Counseling</li> <li>• HIV/AIDS/STD</li> <li>• Hotlines</li> <li>• Sexual Assault</li> <li>• Support Groups</li> <li>• Suicide Prevention</li> <li>• Shelters</li> <li>• Parenting Services</li> <li>• Elderly Services</li> <li>• Job Training/Placement</li> <li>• Financial Assistance/Services</li> </ul>	10 points	1

	<ul style="list-style-type: none"> <li>• Public Assistance Programs</li> <li>• Veteran Services</li> </ul> <p><b>Each resource should contain the following information:</b></p> <ul style="list-style-type: none"> <li>• Name of the Agency</li> <li>• Phone Number(s)</li> <li>• Hours of Operation</li> <li>• Service(s) Description(s)</li> <li>• Service Area (e.g., Oahu, Maui, Honolulu-only, etc.)</li> <li>• Eligibility</li> <li>• Target Population</li> <li>• Fees</li> </ul> <p>This assignment will be completed in a threaded Discussion in Canvas so the resource information can be viewed by everyone for future reference. The Discussion thread will be called Community Referral Notebook.</p> <p>(Hint: <a href="http://www.auw211.org">www.auw211.org</a>)</p>		
<p><i>Crisis Situation and Intervention Plan</i></p>	<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"> <li>• Response to death across the life span</li> <li>• Response to suicide</li> <li>• Response to the diagnosis of a terminal illness</li> <li>• Response to the victim of a traumatic experience (posttraumatic stress disorder)</li> <li>• Response to chemical dependency</li> <li>• Response to a natural disaster resulting in mass casualties and losses</li> <li>• Response to a man-made disaster resulting in mass casualties and losses</li> <li>• Response to child abuse</li> <li>• Response to elderly abuse</li> <li>• Response to domestic violence</li> <li>• Response to sexual assault</li> <li>• Response to gang violence</li> <li>• Response to bullying (physical, psychological, &amp; cyber)</li> </ul> <p><b>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...).</b></p>	<p>100 points</p>	<p><i>1, 4</i></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:  <a href="https://lib.chaminade.edu/">https://lib.chaminade.edu/</a></p> <p>In addition to the one (1) peer-reviewed journal article, a minimum of <b>three</b> 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><b>First, review the case. (The case is located in the Assignment Description in Canvas.)</b></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> <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><i>Task 7: Follow-Up</i></p> <p><b>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.</b></p>	50 pts	2

	<b><u>For this assignment, TurnItIn, which is a plagiarism checker application, will be used. Your similarity report must be at or below 25%.</u></b>		
Discussion Responses & Participation	<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 <b>200 words</b> in length. Post your discussion response directly to Canvas. <b>Do not post as an attachment.</b> 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"> <li>▪ <i>Excellent</i> = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is <b><i>well written</i></b>. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion.</li> <li>▪ <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.</li> <li>▪ <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 personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand.</li> <li>▪ <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.</li> <li>▪ <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.</li> </ul>	135 points  (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.	1, 3, 4, 5

**Total Possible Points. = 470**

## **Grading**

A = 90% – 100%

B = 89% – 80%

C = 79% – 70%

F = 69% – 0%

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

*All assignments will be due in Canvas by 11:59 pm on the due date as specified in this syllabus.*

*Discussion responses will be allowed to be submitted up to one week late with a 50% point deduction. Discussion Participation will not be accepted after the due date specified in Canvas. The reason is because Responses and Participation assignments are designed to engage the class with your thoughts and feelings about the topics being covered for that week. Once the class has moved on to the next topic, late submissions will not be read by your peers. The Responses and Participation adds value and depth to the class discussion during its respective week and that is why no exceptions, regardless of the reason provided, will be accepted.*

*The Community Referral Notebook, School Crisis Manual, and Personal Crisis Reflection Paper will be accepted late up until the last day of class. If submitted late, regardless of reason and/or how late it is submitted, will be given a 50% point deduction.*

*No extensions past 11:59 pm on the respective due date specified in Canvas, regardless of reason, will be given for the Mid-Term and Final Exam.*

## **Tentative Course Schedule**

J = James, R. & Gilliland, B. (2013). *Crisis intervention strategies (7<sup>th</sup> Ed.)*. Belmont, CA: Brooks/Cole.

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.

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

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

	<ul style="list-style-type: none"> <li>• Chapter 13 – Crisis in Schools</li> <li>• Check – in</li> <li>• Sexual Assault</li> <li>• Bullying <ul style="list-style-type: none"> <li>▪ Gang Violence</li> <li>▪ Best practice approaches for the respective crises covered during this class.</li> <li>▪</li> </ul> </li> </ul>	<p>J = Chapters 13, 14, &amp; 15</p> <p>V = Part Five</p>	Week 7 Discussion Participation & 15
Week 9	<ul style="list-style-type: none"> <li>• <b>Complete Crisis Situation and Intervention Plan assignment</b></li> <li>• Review for Final Exam</li> </ul>		<p>Week 9 Discussion response</p> <p>Week 8 Discussion Participation</p> <p><b>Crisis Situation and Intervention Plan</b></p>
Week 10	<ul style="list-style-type: none"> <li>• <b>Final Exam</b></li> </ul>		<p>Week 9 Discussion Participation</p> <p><b>Final Exam</b></p>

### 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>