

**Course Syllabus - Trauma & Crisis Intervention:  
A Survey of Theory, Response Models and Techniques**

**Fall Semester 2008 – SDS 6938 Section 1072**

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**Home Page and Course Syllabus with Readings and Handouts:**

URL: <http://www.counsel.ufl.edu/~griffin>

Click on syllabus and you will be prompted for the following information:

User name:

Password:

**II. Course prerequisite:** Successful completion of MHS 6401, Counseling Theories and Applications, or its equivalent. Equivalent course work is to be approved by the instructor prior to registration. First practicum experience is highly recommended.

**III. Instructional Goal:** To introduce current theory and practice models related to trauma and crisis intervention.

**IV. Learning objectives:** Through didactic, experiential, research, and multi media learning approaches the following topics, skills, and techniques will be introduced:

- Definitions of key constructs
- Theories associated with conceptualizing trauma and crisis
- Nature and types of trauma/crisis – A review of typologies
- Survey of intervention models
- Psychosocial factors associated with trauma response (e.g., age, ability, gender, cultural and racial identities, class, and spirituality/religious faith)
- Overview of the cognitive, affective, behavioral, neurological sequelae associated with trauma

- Introduction and application of skills and techniques utilized in crisis intervention, including assessment and triage, safety and security concerns, facilitation of validation, and preparation and rehearsal for maintenance
- Review of current practice trends in post trauma therapy
- Special topics in intervention including assessment of lethality, mass disaster, death notification, suicide of the young, and the role of spirituality
- Caring for the caregiver: Attenuating compassion fatigue

**V. Learning competencies** will be evaluated through preparation for and participation in classroom discussion, role-play activities, written assignments, and group workshop presentation. Course participants will be required to have access to computer technology and produce word processing documents for evaluation and distribution to the instructor and members of the class.

## **VI. Applicable Professional Standards Addressed**

This course is designed to meet the professional standards listed following.

### **Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (2001)**

Portions of this course fulfill *in part* the following CACREP standards:

Section II, Subsection K-2:

Diversity

- e. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind or body.
- f. Ethical and legal considerations.

Human Growth and Development

- c. Human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

Helping Relationships

- a. Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations and skills.
- b. An understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and

successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries.

- c. Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions.
- g. Ethical and legal considerations.

#### Group Work

- a. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.

#### Research and Program Evaluation

- a. The importance of research and opportunities and difficulties in conducting research in the counseling profession
- b. Use of research to improve counseling effectiveness
- c. Ethical and legal considerations.

#### Subsection C standards for Marital, Couple, and Family Counseling/Therapy Programs:

- 4. Specific problems that impede family functioning, including issues related to socio economic disadvantage, discrimination and bias, addictive behaviors, person abuse, and interventions for their resolution

#### Subsection C standards for Mental Health Counseling Programs;

- 5. Application of modalities for initiating, maintaining, and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including the use of crisis intervention and brief, intermediate and long-term approaches.

**VII. Changes in the course syllabus** may occur based on such concerns as the availability of resources, illness, university or departmental calendar of activities, or other circumstances that may arise. Changes will be made at the earliest possible time.

**VIII. Accommodations:** Students with a disability are requested to notify the instructor during the first two weeks of class to implement appropriate learning accommodations. Documentation for learning accommodations recommended by the University of Florida's Office for Disability Services is requested. The office is located on the first floor of Reid Hall and the phone number is 392-8565.

**IX. Religious holidays:** Please notify the instructor two weeks prior to the observance of a religious holiday so appropriate adjustments can be made for fulfillment of course responsibilities.

## **X. Textbooks:**

*Crisis Intervention Strategies*. Sixth Edition James, R. (Hardback) (2008) ISBN: 10-0-495-10026-3 Brooks/Cole Publishing

*The Body Remembers*. Rothschild, Babette (2000). (Hardback) ISBN: 0-393-70327-4 W.W. Norton Publishing

**Additional readings** will be required to fulfill various assignments associated with the course learning objectives. It is the student's responsibility to research and utilize institutional and personal libraries, Internet, and other resources to acquire and represent these sources. Full citation of original and secondary sources is expected.

**XI. Assignment due dates:** Assignments are due during the periods designated for the course to meet. Overdue work will be deducted the equivalent of one letter grade each day tardy (Monday through Sunday).

**XII. Attendance:** Attendance during class periods is necessary for an optimal learning experience for oneself and peers. Unexcused absence the equivalent of more than three class sessions will result in the loss of a full letter grade. It is expected each person will make an effort to come to class prepared to participate. Punctuality and active participation in discussion enhances the learning environment for everyone.

**XIII. Learning environment:** Student involvement in the learning process is important. Respect of one's peers, different opinions and backgrounds is expected. Classroom participation will be considered a component of graded evaluation. As this course meets three hours, once weekly, periodic breaks will be given during each session. *University policy prohibits food and beverages within the classroom.* **Cell phones and electronic paging devices** are to be silenced during class times. Students serving on emergency call are to notify the instructor.

**XIV. Evaluation of written materials:** Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA (5<sup>th</sup> Edition) writing and publication guidelines. Projects comprised of multiple pages are to be stapled. You are encouraged to retain a copy, either in hard copy or electronic/digital format, of all work submitted for review. Work will be evaluated for style, content, grammar, spelling, and syntax.

**XV. Small group assignment:** The ability to work in small groups is an integral aspect of this course. Consistent participation, shared assumption of responsibility, and cooperative presentation of the group assignment are expected.

## XVI. Evaluation of Course Components:

Evaluated Area	Percent of Total	Points of 200
Participation	15%	30
Annotated Bibliography	15%	30
Interview Response Paper	5%	10
Initial Exam	10%	20
Summative Exam	20%	40
Project Oral Presentation	15%	30
Written Treatise	20%	40

## Grade Assignment by Points and Letter Grade

Letter	Points range	Percent
A	186 – 200	93%
B+	182 – 185	91%
B	174 – 181	87%
C+	168 – 173	84%
C	156 – 167	78%
D+	152 – 155	76%
D	146 – 151	73%
E	Less than 146	

## XVII. Written Assignments

**Annotated Bibliography** - An annotated bibliography consisting of 10 reference resources. The bibliography is to consist of both current and benchmark materials. No more than 4 of the articles reviewed may come from electronic journals. All citations must be consistent with the *American Psychological Association* (5<sup>th</sup> Edition) citation standards. Please arrange for an electronic copy of the bibliography to be provided for course participants. No two students will be researching the same topic.

Course participants will choose from one of the following subject areas to be approved by the instructor: 1. Disability issues; 2. Suicide (Select a specific age cohort such as adolescent, college aged, mid-life, elderly); 3. Enactment of the Advanced Declaration (Living Will); 4. Post-trauma symptomatology; 5. Current treatment of PTSD; 6. Multicultural concerns in crisis intervention; 7. The role of spirituality/religion in adaptation to trauma; 8. Bereavement – normal vs. complicated; 9. Caregiver fatigue; 10. Trends in victimology; 11. Survivor/victim issues associated with one of the following categories: homicide, domestic battery, relationship violence including stalking, sexual assault as adult or child, hate crimes; 12. Emergency medical and public safety intervention models; 13. DSM-IV-TR diagnosis categories and related issues; 14. Disaster response (agencies and models); 15. Assessment of trauma history and impact of events; 16. Intervention and treatment outcome studies; 17. Impact of trauma on early childhood; 18. Public/private school intervention models;

19. Role and efficacy of community/national hot line services; 20. Certification of crisis/trauma intervention specialists; 21. The neuropsychological response to trauma/current trends in research; 22. Post-trauma growth

**XVIII. Visit and Interview Response Paper** - A paper of no more than 2 pages to summarize your visit to a trauma/crisis intervention service provider in the area. The paper should review such topics as: types of services provided, organizational structure, training and certification/licensure requirements of personnel, types of stress experienced in the profession, peak seasonal stress periods, work hours, and services provided to the staff to attenuate fatigue. *A copy of your follow up letter of appreciation to the interviewee is to be attached to your paper.* Prior approval by the instructor is needed to assure that course participants are not interviewing the same personnel and to increase the diversity of exposure to community resources. Possible agency sites include but are not limited to: Peaceful Paths, Meridian Crisis Stabilization Unit, Alachua County Crisis Center, Shands E.R. Social Work, Alachua County Fire Rescue Services, American Red Cross Disaster Management – Local chapter, U.F. Crisis Response Team, S.F.C.C. Trauma Response Team, State’s Attorney Rape and Crime Victim Advocates Program, U.P.D. Victim’s Advocate, Alachua County CISD Resource Team, University of Florida Counseling Resource Network, Shands at U.F. Emergency Room, North Florida Regional Hospital Emergency Room, Shands at AGH Emergency Room, U.F. Counseling Center, Student Mental Health Services, Gainesville Police Department, Alachua County Sheriff’s Office, Public School Safety Officer.

**XIX. Examinations** - Two exams will be administered. An initial exam will cover history, concept definitions and the biological and neurological responses to trauma. The second exam will cover topics related to foundation theories, and models associated with trauma and crisis intervention and related skills. The exams will consist of short answer as well as contrast and compare responses and application of the student’s original ideas about the subjects addressed. The citation of original sources will be required by name and year only.

**XX. Group Project and Oral Presentation:** Groups will be assigned to research, plan, and implement an oral presentation on a topic related to the course content. Subject matter and make up of the groups are to be approved by the instructor. It is expected each group will have 50 minutes in which to make a presentation on their project. Use of audio, visual, and other electronic media is encouraged. Provision of handout materials summarizing the group work and findings is expected for distribution to each course participant. Both didactic and experiential teaching strategies are encouraged. In the event material incorporated in the presentation is *psychologically or otherwise emotionally arousing*, please see the instructor to plan that appropriate steps are taken to prepare the course participants. Announcement of the presentations and invitation for attendance will be provided the Counselor Education Department, Counseling Psychology Department, Counseling Center and Student Mental Health.

**XXI. Written Project:** A paper between 10 and 12 pages in length, not including the reference section on a topic approved by the instructor is to be submitted. The subject focus of the annotated bibliography may be used. The paper is to follow *APA publication guidelines (5<sup>th</sup> Edition)*. A bibliography is required. Arrange for an electronic copy to be provided the instructor, which will in turn be distributed to class members. The written work will be evaluated

by the course's writing standards. The paper shall include an introduction of the subject matter, pertinent research and associated outcome studies and application to the profession.

## **XXII. Class Schedule:**

Please note that text reading and material available on the course Web page are denoted by an '\*\*\*' on the date to be presented in class.

### **I. History of Field and Physio/Neurological Response to Trauma**

#### August

**29:** Introductions, Orientation, Annotated bibliography and group topic assignments, Trauma history, Multicultural aspects of course content; QPR suicide prevention training.

#### September

**5:** History and theoretical foundations: James Chapters 1 and 2; Article by Frank M. Ochberg (Available on the www at <http://www.giftfromwithin.org/html/trauma.html>

\*\*\* Maslow's Hierarchy of Needs; Crisis Definitions, Crisis Algorithm, Historical Developments, Caplan's Paradigm, BASIC-ID model and Case studies

**12:** People in crisis – An overview of the cognitive, affective, behavioral and neurological sequelae associated with trauma: Rothschild (BR) Part 1; James chapter 1;

\*\*\* Hierarchy of elements in crisis, Strategies for integration of crisis, Individual responses to crisis, Neuropsychology of trauma, Organization of the Central Nervous System, Categories of memory, HPA Axis normal, HPA Axis trauma, Integrative model, Problem-solving model; Brain systems, Effects of extreme stress, Lobes of Cortex and Neo Cortex, Neurons, Normal cognitive process, Processing of traumatic stimuli

### **II. Theories and Models of Intervention**

**19:** Crisis Intervention: Models for intervention; James Chapters 2 and 3; SAMHSA Psychological First Aid \*\*\* Basic ID model, Multimodal dimensions, NOVA Crisis Response Model, Stages of impact model, Dixon model, FIRST model, SAFE-R model, SAFE-R model in chart, Green's Crisis Intervention Model,

**26: \*\*\* Exam on history, concept definitions and biological/neurological response to trauma\*\*\*** Assessment and skills building (Case simulation exercises)

## October

**3:** Grief and loss as trauma: A multidimensional perspective; Trans-generational trauma; Death notification. James chapter 11; \*\*\* Complicated mourning, R processes, Post death relationship impact, Death notification **Annotated bibliography due\*\*\***

**10:** Self-injurious behavior, typology, assessment, and intervention: James chapter 7. This session will incorporate skills training and role-play. \*\*\* Lethality scale, Suicide and self-injurious assessment and intervention, Survivors of suicide

**17:** Post Trauma Growth; PTSD; Current treatment modalities for trauma victims; James chapter 6; Rothschild Part II; Articles: Ochberg, F. in The counting method for ameliorating traumatic memories. <http://www.giftfromwithin.org/html/counting.html>; Burik, J. in EMDR introduction in <http://home.fuse.net/jburik/em.html>; Denny, N. in An orienting reflex/external inhibition model of EMDR and Thought Field Therapy in <http://www.fsu.edu/~trauma/denny.html>; Pinfo, An introduction to NLP. <http://www.nlpinfo.com/> \*\*\* Categories of Memory, SIBAM Model of Dissociation

**24:** \*\*\*\* **Date of Class to be Determined (Homecoming)** \*\*\*\* Crisis from disaster: typology and intervention modalities; The function and types of individual, group and community interventions. \*\*\* ARC disaster recovery model, Advanced preparation for disaster response, ARC emotional impact of disaster, Scope of disasters; TRT intervention model, Incident intervention for higher education setting, Response incident intervention KH

**31:** \*\*\* **Summative Exam (Take Home)** \*\*\* Skills review, case study and table top simulations

### **III. Special Topics of Crisis Intervention**

## November

**7:** Victimization and violence – sexual assault, partner violence and hostage taking, Crisis in the school setting: The person and society; James chapters 8, 9, 11 and 12; Participant review of the literature **Visitation/Interview Report Due**

**14:** Legal and ethical aspects of crisis intervention; State laws and statutes pertaining to Baker Act and voluntary hospitalization; Certification and Professional Development; James chapter 15; Self-Care of the Responder

**21:** Group Presentations: Groups 1 and 2; Case simulations

**28:** \*\*\* Thanksgiving Holiday



December

5: \*\*\* Group presentations: Groups 3 and 4; Course summary\*\*\* **Written Project Due** \*\*\*

### **Instructor's Resource Bibliography**

The following materials are used as resources in the preparation for lectures and class activities. They are available for review by course participants.

- Aguilera, D.C. (1998). *Crisis intervention: Theory and methodology*. (Rev. ed.). Missouri: Mosby.
- Brooks, R. and Goldstein, S. (2004). *The power of resilience*. New York, NY: McGraw Hill.
- Cavaiola, A. & Colford, J. (2006). *A practical guide to crisis intervention*. Boston, MA.: Houghton Mifflin Company.
- Cintron, R., Weathers, E., & Garlough, K. (Eds.), (2007). *College student death: Guidance for a caring campus*. Lanham, MD: United Press of America
- Collins, B. & Collins, T. (2005). *Crisis and Trauma: Developmental-ecological intervention*. Boston, MA.: Lahaska Press.
- Dixon, S. (1987). *Working with people in crisis*. (Rev. ed.). Ohio: Merrill Publishing Company.
- Doka, K.J. (Ed.). 1996). *Living with grief after sudden loss: Suicide, homicide, accident, heart attack, stroke*. Pennsylvania: Taylor and Francis.
- Everly, G.S. (Ed.). 1995). *Innovations in disaster and trauma psychology*. Maryland: Chevron Publishing Company.
- Everly, G.S., & Lating, J.M. (Eds.). (1995). *Psychotraumatology: Key papers and core concepts in post-traumatic stress*. New York: Plenum Press.
- Figley, C. (Ed.), (2002). *Brief treatments for the traumatized* Westport, CT: Greenwood Press.
- Figley, C. R. (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. Pennsylvania: Brunner/Mazel.
- Foa, E, Keane, T & Friedman, M. (Eds.) (2000). *Effective treatments for PTSD*. New York: The Guilford Press.

- Greene, P., Kane, D., Christ, G., Lynch, S. and Corrigan, M. (2006). *FDNY: Crisis Counseling*. Hoboken, N.J.: John Wiley and Sons.
- Halpern, J. and Tramontin, M. (2007). *Disaster mental health: Theory and practice*. Belmont, CA: Brooks/Cole.
- Herman, J. (1997). *Trauma and recovery*. New York, NY: Basic Books
- Hoff, L.A. (1995). *People in crisis: Understanding and helping* (Rev. ed.). San Francisco: Jossey Bass
- Jacobs, Douglas, G. (Ed) (1999). *Guide to suicide prevention assessment and intervention*. Harvard Medical School; San Francisco, CA: Jossey-Bass.
- James, Richard K. (2008). *Crisis Intervention Strategies*. (6<sup>th</sup> Edition). California: Wadsworth/Thomson Learning.
- Joseph, S. and Linley, P. (Eds) (2008). *Trauma recovery and growth: Positive psychological perspectives on posttraumatic stress*. Hoboken, N.J.: John Wiley and Sons.
- Kanel, K. (2007). *A guide to crisis intervention*. (3<sup>rd</sup> edition). Belmont, CA: Brooks/Cole.
- Kerry, M. ((2009). *School crisis prevention and intervention*. Upper Saddle River, N.J.: Merrill.
- Lattanzi-Light, M. and Doka, K. (Eds.), *Living with grief: Coping with public tragedy*. New York: Brunner-Routledge.
- Lazarus, A. (1997). *Brief but comprehensive psychotherapy: The multimodal way*. New York: Springer Publishing Company
- Levine, Peter, A. (2005). *Healing trauma: A pioneering program for restoring the wisdom of your body*. Boulder, CO: Sounds True, Inc.
- Levine, Peter, A. (1997). *Waking the tiger: Healing trauma*. California: North Atlantic Books.
- Levine, Peter, A. and Kline, Maggie (2007). *Trauma through a child's eyes*. Berkley, CA: North Atlantic Books.
- Litz, T. (Ed). (2004). *Early intervention for trauma and traumatic loss*. New York: Guilford Press.
- Lord, Janice H. (1991). *No time for goodbyes*. (4<sup>th</sup> Edition). California: Pathfinder Publishing, Co.
- Greenstone, J. and Leviton, G. (2002). *Elements of crisis intervention*. (2<sup>nd</sup> Edition) California: Brooks/Cole Publishing Company.

- Miller, L. (1998). *Shocks to the system*. New York: W.W. Norton & Company
- National Child Traumatic Stress Network and National Center for PTSD, *Psychological First Aid: Field Operations Guide*. September, 2005.
- Ratey, J. (2001). *A user's guide to the brain: Perception, attention, and the four theaters of the brain*. New York: Vintage Press.
- Roberts, A.R. (1990). *Crisis intervention handbook*. California: Wordsworth Publishing Company.
- Rothschild, B. (2000). *The body remembers*. New York: W.W. Norton, Company
- Rynearson, E. (Ed.) (2006). *Violent death: Resilience and intervention beyond the crisis*. New York: Routledge Press.
- Scaer, Robert, C. (2001). *The body bears the burden: Trauma, dissociation, and disease*. New York: The Haworth Medical Press.
- Scaer, R. (2005). *The trauma spectrum: Hidden wounds and human resiliency*. New York: Norton
- Shapiro, F. (2001). *Eye movement desensitization reprocessing*. (2<sup>nd</sup> Ed.). New York: Guilford Press.
- Schiraldi, G. (2000). *The post traumatic stress disorder sourcebook*. Los Angeles, CA: Lowell House.
- Tedeschi, R.G., Park, C.L., & Calhoun, L. G. (1998). Posttraumatic growth: Conceptual issues. In *Personality and Clinical Psychology Series*. (Ed) Weiner, Irving B. Mahwah, N.J.: Lawrence Erlbaum Associates, Inc.
- Wilson, J. et. al. (Eds). (2001). *Treating psychological trauma and PTSD*. New York: Guilford Press.
- Young, M.A. (2001). *The community crisis response team training manual*. Washington, D.C./ National Organization for Victim Assistance.
- Zdziarski, G., Dunkel, N., & Rollo, M. (Eds.), (2007). *Campus crisis management*. San Francisco, CA: Jossey-Bass.