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CO 660 Crisis Counseling

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CO660: Crisis Counseling
Asbury Theological Seminary
Version - August 30, 2004

Instructor: Virginia T. Holeman, Ph.D.

Office: 412 Stanger Hall

Office Phone: 858-2212

Class Room: SH 408

Class Time: Thursday, 1-3:45 pm **e-mail:** Toddy.Holeman@asburyseminary.edu

Appointments: Contact Noemi Alvarez @ 858-2343 to schedule an appointment about class.

Note: We will not meet on September 9, 2004. Our first class meets on September 16. We will meet for a class session during finals week at our scheduled finals period. You must attend that session.

Course Description

This advanced counseling course is based upon the premise that crises are an essential aspect of any structured understanding of human life and development. You will learn about episodes of crises in people's lives where the stakes are very high for disintegration or for growth. Theoretical orientation to crisis and clinical intervention techniques for various types of crises will be taught and practiced. Faith issues during crisis events will be examined.

Course Goals:

1. You will explain the process of crisis development.
2. You will understand theological assumptions and biblical foundation that support crisis intervention.
3. You will apply crisis theory to a variety of situations.
4. You will articulate appropriate intervention strategies to manage crises at a primary, secondary, and tertiary intervention level.
5. You will demonstrate crisis intervention counseling skills within role-plays.

Required Course Texts:

Gilliland, B. E. & James, R. K. (2004). Crisis Intervention Strategies (5th Ed.). New York: Brooks/Cole.

Janoff-Bulman, R. (1992). Shattered Assumptions: Towards a New Psychology of Trauma. New York, NY: The Free Press.

Course Packet (Purchase at ATS Bookstore)

Required Readings in Course Packet:

Dunn, R. (1993). Why bad things happen to good Christians. *Christian Counseling Today*. October, 16-19.

- Thompson, D. L. (1995). Job at the biblical roundtable on suffering and divine justice. *The Asbury Herald*. Summer, 6-9.
- Crandall, R. (1999). *Grace, Is Grace, Is Grace*. Unpublished Manuscript. Asbury Theological Seminary.
- Seamands, S. A. (1995). The cross and human suffering. *The Asbury Herald*. Summer, 10-12.
- Walls, J. L. (1995). Making sense of evil. *The Asbury Herald*. Summer, 3-5.

Publication Manual for the American Psychological Association, 5th Edition. Be sure that you are using the **fifth** edition. I require APA style for all research papers. Copy of the 5th Edition is found in the ATS library.

Grading Policies

The grading guidelines found in the 2004-2005 catalog will be used for grade assignment.

A	95	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	below 60

Students who attend ALL sessions [arrive before class starts, return promptly at break, remain until class is dismissed] will have one point added to their final course grade.

Students who submit ALL written assignments on the specified due date, with no renegotiation of due date will have 1 point added to their final course grade.

Late assignments: Late papers receive a grade, but no feedback. A late paper is one submitted after the specified due date without prior permission. A new due date must be requested at LEAST 48 hours in advanced. Too much work in other classes is not a reason to ask for an extension on a paper. Plan your time accordingly.

Attendance: If you miss **more than** 6 hours of class [the equivalent of 2 classes] throughout the semester for any reason, you will not receive a passing grade.

Course Requirements

You are expected to attend classes and participate in small group activities and discussions.

1. Counseling practice [20%]

Small group reflection papers due on October 14 [Round 1], November 11 [Round 2], and December 9 [Round 3]

2. **Theological Integration Paper [25%]** Due October 21, 2004
3. **Role play and group presentation [25%]** As scheduled in class syllabus
4. **Case conceptualization and treatment plan [30%]** Due on the day of your class presentation

When submitting all written material, put your name ONLY on the last page of your paper.

1. Counseling Practice - 20%

Trios: You will work in trios to practice your skills. Your practice sessions will happen outside of our class time. During each round, you will have an opportunity to be a client, a counselor, and an observer. By meeting weekly, you should be able to complete your practice sessions within 30 minutes, with one person taking on the counselor role per meeting. Each person should be the counselor one time during each round. Focus on skills that we have recently covered in class. Following the session, the client and the observer complete a Trio Rating Scale as a way to provide feedback to the counselor.

On **October 14 [Round 1], November 11 [Round 2], and December 9 [Round 3]** you will turn in:

- a. The Trio Rating Scales that were completed for you during that round (e.g. YOUR evaluation of yourself as a counselor, the rating scale from the observer, and the rating scale from your 'client'.)
- b. A 2-page, double-spaced reflection paper per round. In this paper discuss (a) things you do well as a crisis counselor; (b) where you need to improve. These two items should take no more than 1 page. Be sure to focus on YOUR skills and not on your clients' behavior or emotional reactions. And **(c) how your role play illuminates aspects of our crisis counseling text.**

Grading criteria: See grading rubric at the end of the syllabus.

Note Well: You will **not** have an opportunity to submit documentation "after" you turn in your paper to me. Students who remember to submit documentation EACH ROUND will receive three points added to the final score for THIS aspect of the course. Students who fail to turn in their trio rating forms will lose the extra points awarded for submitting all papers on time.

2. Theological Integration Paper – October 21, 2004 – 25%

See grading rubric.

Identify a time in your life when you experienced a period of crisis. If you have been fortunate enough to have NO crisis experience, then you can interview someone who has had a crisis. Synthesize the experience with your understanding from class lectures, Crisis Intervention Strategies, Shattered Assumptions, and the theological articles in your reading packet.

Address these issues:

- From lectures & Crisis Intervention Strategies: Describe the kind of crisis you experienced. Define and describe the elements of crisis that were especially present in your situation?
- From Shattered Assumptions: What assumptions were altered or challenged as a result of the crisis? How were they altered or challenged? What helped you to rebuild your assumptions? How did your new assumptions differ from the previous assumptions? If you did not experience any "shattered assumptions," discuss the things that helped to sustain the assumptions that you maintained.
- From the theological articles: How did you experience God in the midst of this crisis? How did you deal with the question of theodicy?
- From all material: What helped you to move through this time of crisis?

Your 10 page paper is to be typed, double spaced. This is your opportunity to reflectively integrate the lectures and reading matter to date. Use the Publication Manual for the American Psychological Association, 5th Edition to format your use of headings, in-body citations, pagination, and reference list.

DO NOT PUT YOUR NAME ON THE FRONT OF YOUR PAPER. ONLY PUT YOUR NAME AND SPO THE END OF YOUR PAPER.

3. Crisis Counseling Role Play and Group Presentation (25% of final grade)

Due: As assigned in syllabus

SEE GRADING RUBRIC for details

The class will be divided into small work groups. Each group will focus on a particular type of crisis from a counseling perspective.

- a. On your assigned Thursday, your group will present a **pre-recorded** counseling role-play. Make arrangements with Dr. Dale Hale at Information Services (858-2393) to reserve the studio and video tape your role-play. The video tape will be a part of your presentation and will then be replayed and processed in class.

- b. On your assigned Thursday, your group will also present a 75 minute workshop dealing with that particular crisis area. Your workshop will include a BRIEF overview of the key features of this problem, and a LENGTHY discussion of treatment and crisis counseling approaches. You should integrate the role play into your workshop. Workshop should include a handout for class: (1) Counseling first-aid; (2) Key summary of your presentation; (3) Resource list; (4) Reference list. These packets MUST be no longer than 7 pages. Think of this as a Dummy's Guide to Crisis Counseling.

4. Case Conceptualization & Treatment Plan (30% of final grade)

Due: On the day of your presentation

See grading rubric

As an individual you will select an aspect of your small group crisis that you want to know more about (e.g., under the general area of bereavement, you may be particularly interested in counseling family members of a person who committed suicide or how parents cope with the death of a young child). Prepare a research paper (approx. 10 pages) that deals with the following items:

- a. Introduction (1/2 page)
- b. Write a brief vignette setting the context for the paper (1/2 page)
- c. Case Conceptualization—What are the critical psychological and interpersonal dynamics that play a role in the person's recovery process? Remember to consider such things as developmental, gender and ethnic issues. (7 pages)
- c. Identify the theological issues that you believe will be most salient for this client and tell how your theological perspective addresses these concerns. Refer to theological articles as is appropriate. (1 page)
- d. Identify the counseling orientation that you believe is most appropriate for this kind of client and why. (1-2 paragraphs) Create a treatment plan for this client. Include two long-term goals and corresponding short-term goals. (1-2 paragraphs)

See grading rubric for more details.

Class Schedule*

WK	Date	Topic	Reading	Practice Group Assignments	Misc.
1	9/9	No class	Start your reading.		
2 & 3	9/16 9/23	Orientation to Crisis Counseling	Wk 2: G & J 1, 14 Wk 3: G & J 2	Wk 3 Review Rita's Case, pg. 69 Work on worksheets pg. 76-78	Wk 3: Model, pg. 32 & TAF, pg. 40-41
4	9/30	Basics of Crisis Counseling	Shattered Assumpt. Part 1: G & J 3	Role play simple crisis situation to practice using TAF	
5	10/7	Theological Reflections	Shattered Assumptions, Part 2; Herald Articles in Course Packet	Role play crisis situation using 6 step model & TAF	
6	10/14	Cognitive Influences	Shattered Assumpt. Part 3 & 4	Oct. 14: Round 1 Paper Due Same as Wk. 4	
7	10/21	Suicide Crisis of Lethality	G & J, 5	10/21 - Theology Paper Role play with suicidal client	Video on counseling suicidal clients
8	10/28	Group 1: PTSD	G & J Ch 4	Role play with PTSD focus	
9	11/4	Group 2: Sexual Assault	G & J, 6	Role play with sexual assault focus	
10	11/11	Inauguration Day No class/ATS attend lectures		Nov. 11: Round 2 Bring to CPC Office	
11	11/18	Group 3: Partner Violence	G & J, 7	Role play with domestic violence focus	
12	11/25	Reading Week			
13	12/2	Group 4: Addictions	G & J, 8	Role play with addictions focus	
14	12/9	Group 5: Bereavement & Loss	G & J, 9	Round 3: Monday, Dec 9 Role play with grief focus	
15	12/13 8:00-10:00 am	Group 6: Crises in Schools	G & J, 11		We may need to go until 10:45 am.

* Page numbers are based on the 5th edition

Counseling Practice Reflection Paper
Grading Rubric

Competency	Target	Points
To what degree does your paper show a growing sense of self-awareness and self-supervision as a counselor? (1 page)	An excellent paper attends to the counselor's how the counselor saw aspects of crisis unfold in the session without rehearsing the counseling session; notes personal strengths and growth areas.	Maximum points= 10 points B= 8
To what degree does this paper integrate text content with the reflection? (1 page)	An excellent paper specifies how course text material was manifested during the practice round. Course material is paraphrased not quoted.	Maximum points = points B = 8
To what degree does this reflection paper reflect graduate level work?	An excellent paper shows logical organization; strong interaction with material; and is free from grammar and spelling errors. It is not a stream of consciousness paper	Maximum points = B = 8
Does the paper include Trio Rating Scales from self, observer, and client?	All documentation is included when paper is submitted.	1 extra point per round added to final grade. Yes No

"A" range = 30-27
 "B" range = 26-24
 "C" range = 23-20