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CO 660 Crisis Counseling: Theory and Application

Stuart L. Palmer

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CO 660: Crisis Counseling: Theory and Application

Stuart L. Palmer, Psy.D., Instructor

Fall, 2001

Tuesday-Thursday, 4:00-5:15pm

Class Room: SH 404

Office: 409 Stanger Hall

Phone: 858-2358

E-mail: stuart_palmer@asburyseminary.edu

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. Theological and 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 foundations 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:

James, R. K. & Gilliland, B. E. (2001). Crisis intervention strategies (4th Ed.). New York: Brooks/Cole.

Janoff-Bulman, R. (1992). Shattered assumptions: Towards a new psychology of trauma. New York: The Free Press.

Cooper, B. (1988). Why, God? Atlanta: John Knox Press.

Required Course Readings:

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

Walls, J. L. (1995). Making sense of evil. The Asbury Herald. Summer, 3-5.

Thompson, D. L. (1995). Job at the biblical roundtable on suffering and divine justice. The Asbury Herald. Summer, 6-9.

Seamands, S. A. (1995). The cross and human suffering. The Asbury Herald. Summer, 10-12.

Recommended Texts:

Everstine, D. S. & Everstine, L. (1993). The trauma response. New York: Norton.

Puryear, D. A. (1979). Helping people in crisis. San Francisco: Jossey-Bass.

Scott, M. J. & Stradling, S. C. (1992). Counseling for post-traumatic stress disorder. London: Sage.

Requirements:

You are expected to attend all classes and participate in small group activities and discussions. You should only be absent in emergencies—illness, family death or similar unavoidable situations. Poor attendance can negatively impact your final grade.

1. Theological Integration Paper (20% of final grade) Due Date: October 11, 2001

What is your theology of crisis? What is your theology of pain and suffering? Write a 6-8 page paper in which you think through these theological concerns. As a starting point you may use materials from lectures as well as appropriate required texts and readings (i.e., Cooper, Dunn, Walls, Thompson, Seamands) but you will need to do some additional research on theological perspectives. This is not a “personal experience” or “personal reflection” paper. It is intended for you to look at the work of others, to compare your current conceptualizations to theirs and to forge a more adequate theological perspective.

Address the following questions in your paper:

How do you make sense of the problem of God’s power, God’s goodness and the presence of suffering, pain and evil in God’s world?

How do you theologically address the question of “why does God allow me to suffer so?”

What Scriptures do you think are particularly salient to a discussion of a theology of pain and crisis?

How do you see the counseling relationship interfacing with the theological perspectives you hold?

Use APA style for formatting citations in the body of your paper and for formatting your reference list. There are copies of the APA Publication Manual at both the seminary and college libraries. There is also a copy in the Pastoral Ministries office.

2. Crisis Counseling Practice & Reflection Papers (20% of final grade)

You will work in triads (i.e., groups comprised of three classmates) to refine crisis counseling skills. During your sessions establish a crisis-counseling situation. One participant is the client, another the counselor, and the third member is the observer. A round is comprised of three “sessions” of approximately 45 minutes each. 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 the Crisis Counseling Rating Scale as a way to provide feedback to the counselor.

Round 1: Sept. 11-Oct. 4; Reflection and Scale **due October 9**

Round 2: Oct. 4-Nov. 1; Reflection and Scale **due November 6**

Round 3: Nov. 1-Nov. 29; Reflection and Scale **due December 4**

On the due dates you will turn in:

- a. Your rating scales that were completed during that round.
- b. A 2-page reflection paper per round which will include (a) how your skills as a crisis counselor are developing; (b) things you do well as a crisis counselor; (c) where you need improvement and how you have addressed previously identified growth areas.

3. Crisis Counseling Role Play and Group Presentation (30% of final grade)

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 Tuesday, your group will present a live 20-25 minute counseling role-play from the designated studio in the Beeson Center. Make arrangements with Dale Hale and/or Doug Penix to reserve studio and video tape your role-play. The video tape will be replayed and processed in class.
- b. On the Thursday following your live group role-play, your group will present a 45-50 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. Workshop should include a packet for class: (1) Counseling first-aid; (2) Key summary of your presentation; (3) Resource list; (4) Reference list. **These packets should be no longer than 7-8 pages. Think of this as a Dummy's Guide to Crisis Counseling.**

4. Case Conceptualization and Treatment Plan (30% of final grade) Due Date: Dec. 13 at 5:00pm in SH # 409.

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). Prepare a research paper (approx. 10 pages) that deals with the following items.

- a. Write a brief vignette setting the context for the paper (1 page)
- b. Case Conceptualization—What are the critical psychological, interpersonal and societal dynamics that play a role in the person's recovery process? Remember to consider such things as developmental, gender and ethnic issues. (5-6 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. (1-2 pages)

- 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)
- e. Include an appendix in which you identify the community-based resources that are available to persons in this kind of crisis. List name of person or agency, address, phone number, and any other information about the resource. You may use your home area or the Lexington area. These must be REAL places!

Use APA style for formatting citations in the body of your paper and for formatting your reference list. There are copies of the APA Publication Manual at both the seminary and college libraries. There is also a copy in the Pastoral Ministries office.

CLASS SCHEDULE *

<u>Week of Study/Date</u>	<u>Units of Class Sessions and Reading Assignments</u>
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Week One

Sept. 4 & 6

Orientation to CO 660: Crisis Counseling
 Establishing Practice & Role-play & Group
 Presentation Teams
 Introduction to Crisis Counseling
 READ:
 James & Gilliland-Chaps.1 & 14

Week Two

Sept. 11 & 13

Basic Crisis Intervention:
 Six-Step Model of Crisis Intervention
 Intervention Skills
 Management of Crisis Cases
 READ:
 James & Gilliland-Chap. 2 & 3

Week Three

Sept. 18 & 20

Basic Crisis Intervention:
 Intervention Skills
 Management of Crisis Cases
 READ:
 James & Gilliland-Chaps. 2 & 3

Week Four

Sept. 25 & 27

Crisis, Trauma & Personhood

READ:

Janoff-Bulman, Chaps. 1-8

Week Five

Oct. 2 & 4

Theological Issues:

Problem of Evil—Solutions

Free-Will Defense

Theodicy- Augustinian, Iranaean, Process

READ:

Cooper-Chaps. 1-5

Dunn, Walls, Thompson &

Seamands Articles

Week Six

Oct. 9 & 11

Posttraumatic Stress Disorder (PTSD)

Role-play and Group Presentation

READ:

James & Gilliland, Chap. 4

Week Seven

Oct. 16 & 18

Suicide Risk

Role-play and Group Presentation

READ:

James & Gilliland, Chap. 5

Week Eight

Oct. 23 & 25

Sexual Assault—Rape

Role-play and Group Presentation

READ:

James & Gilliland, Chap. 6

Week Nine

Oct. 30 & Nov. 1

Domestic Violence
Role-play and Group Presentation
READ:
James & Gilliland, Chap. 7

Week Ten

Nov. 6 & 8

Chemical Dependency/Addiction
Role-play and Group Presentation
READ:
James & Gilliland, Chap. 8

Week Eleven

Nov. 13 & 15

Bereavement and Grief
Role-play and Group Presentation
READ:
James & Gilliland, Chap. 9

Week Twelve

Nov. 20 & 22

FALL READING WEEK- No Class

Week Thirteen

Nov. 27 & 29

School Violence or Hostage Crises
Role-play and Group Presentation
READ:
James & Gilliland, Chaps. 11 & 12

Week Fourteen

Dec. 4 & 6

Burnout for Human Service Workers
Role-play and Group Presentation
READ:
James & Gilliland, Chap. 13

Week Fifteen

Dec. 13

FINALS WEEK

*** Instructor reserves right to adjust class and presentation schedule as necessary.**

