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## CO 660 Crisis Counseling

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# CO660 Crisis Counseling

**DRAFT**

**Area of Counseling and Pastoral Care**

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Office Hours: By request only	Class Time:	TBA
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## ***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:***

***Upon completion of this course students must be able to,***

1. Explain the process of crisis development.
2. Understand theological assumptions and biblical foundation that support crisis intervention.
3. Be able to apply crisis theory to a variety of situations.
4. Articulate appropriate intervention strategies to manage crises at a primary, secondary, and tertiary intervention level.
5. Demonstrate crisis intervention counseling skills within role-plays.

## **Required Course Texts:**

Cooper, Burton Z. (1988) *Why God*, Louisville: John Knox Press.

Gilliland, B. E. & James, R. K. (2004). *Crisis Intervention Strategies* (6th Ed.). New York: Brooks/Cole.

Soelle D. (1988). *Suffering*, Philadelphia: Fortress Press.

## **Recommended**

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

## **Grading Policies**

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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

**Late assignments:** 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. Late papers receive a grade, but no feedback. Late papers are penalized with 1/3 grade reduction for each late week.

**Attendance:** If you miss **more than** 9 hours of class [the equivalent of 3 weeks of class] 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 trios papers due date TBA

### 2. Theological Integration Paper [25%] Due date TBA

### 3. Role play and group presentation [25%] Due date TBA

### 4. Case conceptualization and treatment plan & Individual presentation [30%]

## 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. 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. Each (client & observer) will rate the counselor on a scale of **1-20 points**, (with 20 being the highest). The counselor will write a one page double spaced self-evaluation, based on the trio rating from client & observer.

Role play: **Car Accident [Round 1], Oct 12-PTSD [Round 2], & Suicide [Round 3]**

- You (**Counselor**) will turn in (**a week after your role play**): the Trio Rating Scales that were completed for you by the counselee and observer during your practice rounds.
- A one page (double spaced) evaluation of yourself as a counselor, in light of the feedback of trio rating scale from the observer and from your 'client.' Rate yourself on a scale of **1-20 points**, (with 20 being the highest).

Note Well: You will **not** have an opportunity to submit documentation after you turn in your paper to me. Points per reflection assignment will be deducted if feedback forms are missing.

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## 2. Theological Integration Paper - 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 and Why God? **The paper is 10 -12 pages double spaced**

Address these issues:

- From lectures & Crisis Intervention Strategies: In not more than 2 pages describe the kind of crisis you experienced. Define and describe the elements of crisis that were especially present in your situation?
- From Why God: How did you experience God in the midst of this crisis? How did you deal with the question of theodicy?
- What helped you to move through or to re-build these assumptions in this time of crisis?

Your 10-12 page paper is to be typed, double spaced. This is your opportunity to reflectively integrate the readings to date. Use the Publication Manual for the American Psychological Association to format your use of headings, in-body citations, pagination, **and** reference list.

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

**Due: Assigned in the Syllabus**

SEE GRADING RUBRIC for details

- a. On your assigned day of presentation, you will present a **pre-recorded** counseling role-play. The role play should last about 25 minutes. It should model a FIRST SESSION dealing with the crisis situation. The video tape will be replayed and processed in class.
- b. On your assigned day, you will also present a 45 minute workshop dealing with that particular crisis area. Your workshop will include a BRIEF overview of the key features of this problem, and a discussion of treatment and crisis counseling approaches. You should integrate some of the features of your role play into your workshop. Workshop should **include a handout (powerpoints)** for class: (1) Key summary of your presentation; (2) Resource list; (3) Reference list. These packets **MUST** be **no** longer than 7 pages. Think of this as a Dummy's Guide to Crisis Counseling.

Your content **MUST** reflect the findings from your research and therefore should **NOT be a mere repetition of the class text chapter.**

## 4. Case Conceptualization & Treatment Plan (30%)

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You will sign up and research on the same topic that you presented and role played and compose a paper (15-18 pages). Your research paper will deal with the following items:

A. What are the critical psychological, interpersonal, and social issues surrounding the person's crisis? Remember to consider such things as, but not limited to, developmental, gender, cultural, socio-economic, and ethnic issues.

What are the obvious issues that are pertinent to counseling this kind of client? What are the key counseling issues to consider during your first few sessions? (8-10 pages).

B. Identify significant theological and spiritual issues that you believe will be most salient for this client and state how your theological perspective addresses these concerns. (3-4 pages).

*(Interact the text Struggling in coming to your theological perspective.*

C. Identify the kind of counseling approach that would be most appropriate for this kind of personal crisis. What issues surrounding the crisis would need follow-up, say how and why?

Create a plan to address this issue with this client. (3-4 pages).

E. Follow APA Publication Manual for formatting of citations and reference list.

### Fall 2006 CO660 Class Schedule\*

W K	Date	Topic	Reading	Suggested Roles Play Trio Practice	Misc.
1 & 2		Orientation to Crisis Counseling	G & J 1.		
3		Basic Crisis Intervention Cognitive Influences	G & J 2	Attending & Listening skills	
4		Crisis Handling Theological Reflections	G & J, 3 <u>Why God</u> (Whole text)	Practice the Six Steps	<b>Trio Role Play on Car accident</b>
5		<b>PTSD</b>	G & J Ch 4	Practice the Six steps	<b>Theologica l Paper due</b>
6		<b>Suicide Crisis of Lethality</b>	G & J 5	Role play with PTSD	<b>Trio Role Play on PTSD</b>
7		<b>Sexual Assault</b>	G & J, 6	Presentation & Role play on Video- Sexual Assault	<b>Trio Role Play on Suicide</b>

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8		<b>Domestic Violence</b>	G & J, 7	Presentation & Role Play on Video – Domestic Violence	
9		<b>Addictions</b>	G & J, 8	Presentation & Role Play on Video-Addictions	
10		<b>Bereavement &amp; Loss</b>	G & J, 9	Presentation & Role Play on Video -Bereavement & Loss	
11		<b>Crises in Schools</b>	G & J, 11	Presentation & Role play on Video- Crisis in school	
12		<b><i>Reading Week</i></b>	<b><i>Reading week</i></b>	<b><i>Reading Week</i></b>	<b><i>Reading Week</i></b>
13		<b>Natural Disasters</b>		Presentation & Role play on Video – Natural Disasters	
14		<b>Burnout / Response</b>	G & J 13, 14	Lecture	
15	No class during finals week				

\* Page numbers are based on Gililand & James (G & J)

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## Trio Rating Scale Form

Directions: EVERY time you are the **Counselee/Client** or the **Observer** you will fill out this form. GIVE THIS FORM to the **Counselor** at the end of the practice round.

**Your Name:** \_\_\_\_\_ **Counselor's name** \_\_\_\_\_

**Date of Trio Session:** \_\_\_\_\_

**Were you the: Counselee /Client** \_\_\_\_\_ **Observer** \_\_\_\_\_

**1. Write specific things the Counselor did well in today's practice session and say why?**

(NOTE: In answering this consider the use of various Crisis Skills (Attending / Listening skills, open questions, etc) as well as the Crisis Model Steps (i.e., Define problem, Ensure safety, Provide support, Examine alternatives, Make plans, Obtain commitment).

**2. Write two things that the Counselor could work on to improve his or her crisis counseling and say why?.**

(NOTE: In answering this consider the use of various Crisis Skills (Attending /Listening skills, open questions, etc.) as well as the Crisis Model Steps (i.e., Define problem, Ensure safety, Provide support, Examine alternatives, Make plans, Obtain commitment).

3. What did YOU as observer or client gain from this practice session?

4. On a scale of 1 to 20 (1 being the lowest) rate the counselor's overall skills \_\_\_\_\_

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## CO660 Theological Integration Paper Grading Rubric

Competency	Goal	Points
To what degree does the <b>crisis story</b> demonstrate an understanding of how a crisis develops or shapes and its effects?	An excellent paper attends to how the counselor is able to trace the life span of a crisis story and its effects on one's life <b>psychologically, emotionally, spiritually and theologically</b> as it develops.	Maximum points =3 2.6 = B
To what degree does the paper show a growing capacity in grappling with <b>theological and spiritual issues</b> as a crisis counselor?	An excellent paper demonstrates how the counselor reflects and grapples with theological issues in a crisis situation: How did one experience God in the midst of the crisis? What theological issues were raised for one? (in light of the text <b>Why God?</b> ) Grapple with the issues of theodicy for the crisis you are addressing. What helped you to move through the crisis? What scripture passages were salient (theologically) to this crisis and why?	Maximum points = 10 pts. 8.3=B
To what degree does this reflection paper exhibit 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 = 2 pts. 1.7=B

## CO 660 Role-Play and Workshop Presentation Grading Rubric

Factor	Competency	Goal	Points
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<b>Role-Play—</b> Presentation of Crisis	To what degree does the role-play show an understanding of the nature of the chosen type of crisis?	Given limited time accurately role-plays behaviors and emotions congruent with the chosen type of crisis scenario	Maximum points 6 5=B
Role-Play— Crisis Skills and Model	To what degree does the role-play show an understanding of the crisis skills and crises counseling model?	Given limited time and scenario exhibits excellent practice of crisis skills and crisis counseling model steps	Maximum points 6 5=B
Role-Play— General Presentation	To what degree does the role-play show quality and instruction congruent with graduate level work?	The role-play is well professionally performed in an authentic manner; no longer than 25 minutes	Maximum points 3 2.5=B
<b>Workshop—</b> Content/ Organization	To what degree does the workshop accurately present the elements of the crisis? To what degree does the workshop accurately and helpfully discuss crisis intervention approaches?	Distinguishes between central and peripheral concerns; fluency and understanding; well organized & easy to follow; all team members participate; no longer than 40 minutes	Maximum points 6 5=B
Workshop— Materials	To what degree does the handout exhibit thoughtful structure, accurate information, and attractive professional appearance and quality?	Packet is accurate and easy to reference; presents summary of presentation; basics of first-aid; resource and reference lists	Maximum points 6 5=B
Workshop— Comportment	To what degree does it exhibit professionalism in dress, demeanor, management, and	Presenter spoke fluently; little use of notes; voice, eye contact and speech appropriate; professional dress; in charge of	Maximum points = 3 2.5=B

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	audience interaction?	session; manages transitions well	
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## CO 660 Research Paper -Case Conceptualization and Plan Grading Rubric

Factor	Competency	Goal	Points
Brief Vignette	To what degree is the topic congruent with the presentation? To what degree is the scenario appropriate for those in counseling practice?	Given limited space does vignette present an appropriate crisis given large topic? Is it well written and does it set a context for the rest of paper? Is vignette approximately 1 page in length?	Maximum points 2 1.7 =B
Case Conceptualization	To what degree has the counselor's perspective been conceptualized, discussed thoroughly and thoughtfully integrated?	Given limited space does the conceptualization deal with the (a) psychological, interpersonal and societal dynamics involved in the crisis and in recovery? Are appropriate developmental, gender and ethnic issues addressed? b) What are the pertinent counseling issues, and what issues would be key in the first session? About 8-10 pages in length.	Maximum points 15 12.5=B
Theological Perspective on Evil, Pain and Crises	To what degree has counselor's practice and perspective related to problems of evil, pain and crises been understood and reflected upon?	Given limited space does work on (theological and spiritual issues) evil, pain and crises reflect awareness of class reading, lecture and outside research? Is it well written and thoughtfully related to the central concerns noted in the vignette? Interact with <u>SUFFERING</u> . About 3-4 pages.	Maximum points 5 4.2=B

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<p>Intervention &amp; Follow-up Plan</p>	<p>To what degree has the counselor's perspective in crisis management been implemented?</p>	<p>Given limited space has an intervention and follow-up plan with appropriate goals (short-term &amp; long-term) been conceptualized and appropriately related to the vignette? State surrounding issues needing follow-up, why and how about 3-4 pages</p>	<p>Maximum points 2 1.7=B</p>
<p>Appendix of Community-based Resources</p>	<p>To what degree has counselor's practice and perspective regarding a range of support services been recognized?</p>	<p>Has appendix listed appropriate community-based resources with identifying information for this particular crisis?</p>	<p>Maximum points 1</p>