

Plymouth State University

University System of New Hampshire

**CO 5710 ~ Crisis and Trauma Counseling**

**Fall 2021, 3 Credits**

**(3:30 – 6:00 pm)**

**Blended**

**Monday**

**Instructor:** Stephen V. Flynn, PhD, LMFT-S, LPC, NCC, ACS

**Phone:** 603-535-3221

**Email:** [svflynn@plymouth.edu](mailto:svflynn@plymouth.edu)

**Office hrs.** Fri. 10 – 12 pm

**Office Location:** Hyde Hall Room 227

**Classroom:** Hyde Hall room 421

**Zoom:** <https://plymouthstate.zoom.us/j/9894980390>

**Class Schedule:**

- Face-to-face meetings will take place on the following dates: **8/30, 9/13, 9/27, 10/18, 11/1, 11/15**
- Final exam will be on the following dates: **11/29 1am – 11/30 11:59pm**
- Presentation date: **11/15**

**Course Description:**

This course will examine models of crisis intervention and trauma treatment. Students will learn how to evaluate risk factors, how to determine and utilize resources, and how to apply treatment interventions.

**Content Areas:**

Concept of Crisis

Crisis Assessment & Intervention

Suicide/Homicide Assessment & Intervention

Concept of Trauma

Pertinent DSM-5 Diagnoses

Trauma-informed Assessment & Intervention

Disaster and disaster response

Vicarious trauma, burnout, and impairment

**Performance-based Objectives: Students will know or be able to:**

1. Define/understand the concepts of crisis, trauma, and disaster.
2. Assess for client safety and develop a safety plan.
3. Develop knowledge of the DSM-5 diagnoses of posttraumatic stress disorder and acute stress disorder.
4. Be familiar with factors contributing to traumatization.
5. Be familiar with trauma-informed assessment and intervention strategies.
6. Understand the nuances of working in a disaster situation

7. Understanding self-care in the context of vicarious trauma, burnout, and impairment

**Methods of Instruction**

Discussion, experiential exercises, small-group processing, role-play, discussion boards, videos

**Required Texts and Readings**

Black, L. L., & Flynn, S.V. (2020). *Crisis, trauma, and disaster: A clinician's guide*. New York, NY: SAGE.

Van der Kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

Other readings available on Moodle or handouts.

**\*\*\*Given the online nature of much of this course students are responsible for their own learning, time management skills, self-motivation, and self-discipline/persistence in gleaning course related learning objectives. In addition, students' need to make themselves available for weekly discussion group participation. \*\*\***

**Highly Encouraged Texts:**

*Crisis Intervention Strategies* 8<sup>th</sup> Edition (2017)  
By Richard K. James and Burl E. Gilliland

*Crisis Intervention Handbook: Assessment, Treatment, and Research* 3rd Edition (2005)  
By Albert R. Roberts

*Crisis Assessment, Intervention, and Prevention* 2<sup>nd</sup> Edition (2017)  
By Lisa Jackson-Cherry and Bradley Erford

*The Complete Guide to Crisis & Trauma Counseling: What to Do and Say When It Matters Most!* (2011)  
By H. Norman Wright

*Healing the Fragmented Selves of Trauma Survivors* (2017)  
By Janina Fisher

*Trauma and Recovery* (1997)  
By Judith Lewis Herman

*Waking the Tiger: Healing Trauma* (1997)  
By Peter A. Levine

*The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment* (2000)  
By Babette Rothschild

*Healing Developmental Trauma: How Early Trauma Affects Self-Regulation, Self-Image, and the*

*Capacity for Relationship* (2012)  
By Aline Lapierre and Laurence Heller

*Disaster Mental Health Counseling: Responding to Trauma in a Multicultural Context* (2017)  
By Mark A. Stebnicki

*The Crisis Counseling and Traumatic Events Treatment Planner, with DSM-5 Updates, 2nd Edition* (2012)  
By Tammi D. Kolski, Aurthur E. Jongasma, and Rick A. Myer

*Community-Based Psychological First Aid: A Practical Guide to Helping Individuals Communities during Difficult Times 1st Edition* (2016)  
By Gerald A. Jacobs

*When their World Falls Apart: Helping Families and Children Manage the Effects of Disasters* (2010)  
By Lawrence B. Rosenfeld, Joanne S. Caye, Mooli Lahad, and Robin H. Gurwitch

*The Resilient Practitioner: Burnout Prevention and Self-Care Strategies for Counselors, Therapists, Teachers, and Health Professionals* (2017)  
By Thomas Skovholt

*Simple Self-Care for Therapists: Restorative Practices to Weave Through Your Workday* (2015)  
By Ashley Davis Bush

*Burnout: The Cost of Caring* (2003)  
By Christina Maslach

*Compassion fatigue: Prevention and resiliency* (2005)  
By Eric Gentry

*Coping with Secondary Traumatic Stress Disorder in those who treat the Traumatized* (1995)  
By Charles Figley

## **Student performance evaluation criteria and procedures**

### **1). Reading, Attendance, and General Participation (25% of Grade)**

This includes attendance, punctuality, professional behavior, timely and quality completion of reading and other assignments, and regular contribution to class discussions and skills practice. Students who miss two classes (regardless of the reasons) may be asked to drop the course. As a result, students who miss more than one class meeting will need to meet with the instructor to discuss continuance in the course. For questions or concerns related to absence, please refer to the [PSU Excused Absence Policy](#)

### **2). Discussion Forum Participation (25% of Grade)**

This course is a blended course. This means that a significant portion of meaningful work will be done on-line via Canvas discussion forums and through watching the required videos. Class participation in the online environment is evaluated based on the student's demonstration of knowledge, depth of

personal reflection, and application of course-related skills. In the case of discussion forum postings, this means adhering to the assignment in all ways. Students must make the specified number of postings, respond to classmate comments, revisit the site as instructed, and provide thoughtful comments of an appropriate length. For each online unit of class there is one required question each student must respond to. The forums are related to information from the two main course textbook (1) *Crisis, Trauma, and Disaster: A Clinicians Guide* and (2) *The body keeps the score: Brain, mind, and body in the healing of trauma* and other pertinent crisis, trauma, and disaster-based information. Students are required to provide appropriate citations and a full reference when providing a potential answer to a question. At the end of the course the instructor will literally count the number of meaningful answers the student has posted for each unit. When you are responding directly to one of Dr. Flynn's questions, please put a number after the letter that corresponds with the question posed. It should look like this "A 4.....". Lastly, please do not wait to the end of every cycle to answer the question (i.e., answer throughout the week). Dr. Flynn will comment on discussion topics within student groups throughout the week. In addition, he will provide group members a formative evaluation regarding the quality of answers and participation in online discussion board work at the midpoint of the semester and a summative evaluation for each student at the end of the course. Remember to only hit reply to Dr. Flynn's posts if you are providing a formal answer to one of the questions.

(CACREP Core Standards: 3.g.; 5.l; 5.m)  
 (CACREP CMHC Standards: 5.C.2.f; 5.C.3.b)

**3). Crisis Intervention Demonstration Video and PowerPoint Presentation (25% of Grade)**

- Form groups of 5-6 people. Submit names of your "crisis team" at the end of first class;
- Total time for each presentation will be approximately 20 minutes;
- Create a 10–15-minute crisis intervention demonstration video with a crisis scenario (selected from list below or another topic with approval of instructor) and an intervention script (roles in video) which includes ALL individuals in your group;
- This must include pertinent procedures related to assessing risk (aggression, danger to others, self-inflicted harm, suicide, etc.);
- As part of script development, team members must find appropriate professional references (minimum of 1 per group member) plus the text and lecture notes to clearly identify specific issues, concerns, and appropriate interventions;
- Each group will present the video to the class as if the class were a consultation team and provide appropriate discussion of key factors identified in the film. Every member of the group must be actively involved in the presentation;
- Presentations must include PowerPoint and APA Publication Style (7<sup>th</sup> Edition);
- PowerPoint presentations must include a description of the crisis scenario, risk assessment, crisis intervention attempted (definition/citations), group member roles, potential outcomes, and reference slide;
- Written materials associated with your presentation and a copy of your power point slides must be submitted to the professor the day before the presentation by 11:59 pm

Sexual Abuse/Assault/Rape	Intimate Partner Violence	Severe Health/Disability Crisis
Suicide	Violent Death (homicide)	War / Hostage Taking
Hate Crime	Vicarious Traumatization /	Natural Disaster

	Compassion Fatigue	
Terrorism	Terminal Illness/ Sudden Death	Child Abuse

(CACREP Core Standards: 1.c; 7.c)

#### 4). Cumulative Final Exam (25% of Grade)

There will be one cumulative examination at the end of the course. The exam will be from course book *Crisis, Trauma, and Disaster: A Clinicians Guide*. A study guide of important concepts will be handed out 1 week before the exam. The important concepts sheet will only supply a foundational level of terms. Those students who wish to achieve excellence on the exam will need to read all materials and study beyond what is stated on the important concepts sheet. The exam will be located in Canvas under the “quiz” tab. Exams will include 50 multiple choice/true and false questions (worth 2 points each). Students will be given 2 minutes to answer each test question. If for some reason you fail to take the online exams within the given time frame you will be given the score of 0.

(CACREP Core Standards: 5.1)

(CACREP CMHC Standards: CMHC 5.C.3.b)

#### **Grading Scale:**

- A (95 and up)
- A- (90-94)
- B+ (87-89)
- B (83-86)
- B- (80-82)
- C+ (77-79)
- C (73-76)
- C- (70-72)
- F (69 and below)

#### **Plymouth State University Policies**

##### **Add/Drop Deadline**

Students are expected to understand semester-based course add/drop processing deadlines. Adds/drops are done online. Late add on requires an instructor's permission.

##### **Statement of Expectations**

Plymouth State University’s graduate helping profession programs are charged with the task of preparing individuals to become therapists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. Program faculty attempt to establish a learning community where students can develop professionally. This is done by providing an environment in which students’ rights and responsibilities are respected, and by respecting the dignity and worth of each student.

A student's progress in the program may, however, be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program.

### **Excused Absence Policy and Class Attendance**

Plymouth State University students are held accountable for meeting all course requirements, which may include both in-class and out-of-class experiences, as well as both individual and group-based activities. Students must therefore realize that they are expected to attend all regularly scheduled meetings of courses in which they are enrolled. Instructors outline attendance policies and explain the effect multiple absences have on final grades—whether or not unexcused absences will be used in computing grades—in the course syllabus. Course syllabi are distributed during the first class meeting, posted online, or can be requested from the instructor in advance. In classes that use online classroom management software (such as Moodle), online student activity is recorded and may be used to determine participation. Instructors maintain records to show the attendance policy is being followed. Students are urged to recognize the importance of participation in class activities and to be aware that grades may be affected by absences or lack of participation during online coursework. Instructors shall determine the class attendance policies and to decide whether to allow students to make up missed work for unexcused absences. Unless the course instructor states otherwise, students should assume that there will be academic consequences for every absence deemed unexcused by the instructor. Please [click here](#) review the entire PSU excused absence policy

### **Grading Standards and Policies**

Fair and equitable grading reflects values to which all members of the Plymouth State University community commit themselves. Grades are used to assess the relative extent to which students achieve course objectives in all for-credit courses at PSU. Academic freedom allows instructors (1) to determine course objectives, within the bounds of established curricula, and the means by which a student's mastery of those objectives will be evaluated, and (2) to evaluate the quality of work on individual exams or assignments. Students have the right to challenge evaluations of their work, and hence instructors are accountable with regard to providing and explaining all relevant grades and grading criteria. Grading challenges are of two kinds. Those that question the accuracy of grades are resolved by means described under Grade Appeals. Questions related to the policy or process of making assignments and determining the final grade are addressed by Standards for Fair Grading. Please [click here](#) to review the entire PSU fair grading policy.

### **Incomplete Grades**

An instructor may decide to enter a grade of incomplete (IC) on a student's record if unusual circumstances prevent completion of the course on time, and a minimal proportion of the total class work needs to be completed. This agreement is finalized on a Request for a Grade of Incomplete form and submitted to the Registrar's Office by the instructor when final grades are due. The course must be completed by the date specified by the instructor, by the end of three academic terms, or by the

student's graduation, whichever comes first. If the course is not completed by the expiration of this period, a grade of F will be recorded unless the instructor has stipulated a different grade on the request form. A student may not enter field experiences or graduate with an incomplete on his or her transcript. Additionally, a student with an outstanding incomplete in a course may not register again for that course.

### **Late Assignments**

Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these potentialities, students are advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. If possible, the student should request an extension for the assignment from the instructor before the assignment is due. If this is not possible, the student should contact the instructor as soon as possible after the due date. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension. Assignments that are handed in beyond the due date for which no extension is granted will not be accepted and will result in a failing grade for the assignment.

### **PSU Academic Integrity Policy**

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Please [click here](#) to review the entire PSU Academic Integrity Policy

### **ADA Statement**

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Speare 210 (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have a Letter of Accommodation for this course from CAS, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

### **Computer and Cell Phone Use in the Classroom**

Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos and student presentations, they should not be open. Cell phones play an important role in emergency situations but they should be kept on vibrate and not be used for receiving or sending text messages during the class meeting.

**Writing:** Use Times Roman 12-point font and APA style (except for providing an abstract) for all papers in the Marriage and Family Therapy program.

*All assignments must be completed and handed in on time in order to pass the course.*  
**The instructor reserves the right to revise this syllabus at any time during the semester.**

## Tentative Course Schedule

Date	Class Topic/Experience	Assignments Due
<b>Unit 1</b> 8/30 – 9/5	<ul style="list-style-type: none"> <li>• <b>Meet together on Mon. 8/30 and discuss the course, expectations, and crisis</b></li> <li>• Meet &amp; greet, introduction to course, and expectations</li> <li>• Read welcome letter, online expectations, etc.</li> <li>• Understanding Canvas Shell, online learning, and how to conceptualize this course</li> </ul>	Online Introductions  Review of the Syllabus  Black & Flynn Chpt. 1 The Context of Caring  Van der Kolk Chpts. 1 - 2
<b>Unit 2</b> 9/6 – 9/12	<ul style="list-style-type: none"> <li>• Discuss issues related to crisis, trauma, and/or disaster (All posts must be received by 9/12 at 11:59pm)</li> </ul>	Black & Flynn Chpt. 2 History and Theoretical Foundations of Crisis and Crisis Counseling  Van der Kolk Chpts. 3 - 4  Participation in Weekly Discussion Boards
<b>Unit 3</b> 9/13 – 9/19	<ul style="list-style-type: none"> <li>• <b>Meet together on Mon. 9/13</b></li> </ul>	Black & Flynn Chpt. 3 Caring for those Effected by Crisis  Van der Kolk Chpts. 4 - 5
<b>Unit 4</b> 9/20 – 9/26	<ul style="list-style-type: none"> <li>• Discuss issues related to crisis, trauma, and/or disaster (All posts must be received by 9/26 at 11:59pm)</li> </ul>	Black & Flynn Chpt. 4 History and Theoretical Foundations of Trauma  Van der Kolk Chpts. 6 - 7  Participation in Weekly Discussion Boards
<b>Unit 5</b> 9/27 – 10/3	<ul style="list-style-type: none"> <li>• <b>Meet together on Mon. 9/27</b></li> </ul>	Black & Flynn Chpt. 5 Caring for Those Affected by Trauma  Van der Kolk Chpts. 7 - 8
<b>Unit 6</b> 10/4 – 10/10	<ul style="list-style-type: none"> <li>• Discuss issues related to crisis, trauma, and/or disaster (All posts must be received by 10/10 at 11:59pm)</li> </ul>	Black & Flynn Chpt. 6 Disaster  Van der Kolk Chpts. 9 - 10  Participation in Weekly Discussion Boards



# Tentative Course Schedule

Date	Class Topic/Experience	Assignments Due
<b>Unit 7</b> 10/11 – 10/17	<b>No Class</b>	Work on group presentation Catch up on reading
<b>Unit 8</b> 10/18 – 10/24	<ul style="list-style-type: none"> <li>• <b>Meet together on Mon. 10/18</b></li> </ul>	Black & Flynn Chpt. 7 Caring for those Affected by Disaster  Van der Kolk Chpts. 11 - 12
<b>Unit 9</b> 10/25 – 10/31	<ul style="list-style-type: none"> <li>• Discuss issues related to crisis, trauma, and/or disaster (All posts must be received by 10/31 at 11:59pm)</li> </ul>	Black & Flynn Chpt. 8 Caring for those who Care  Van der Kolk Chpts. 12 - 13  Participation in Weekly Discussion Boards
<b>Unit 10</b> 11/1 – 11/7	<ul style="list-style-type: none"> <li>• <b>Meet together on Mon. 11/1</b></li> </ul>	Black & Flynn Chpt. 9 Emerging Trends  Van der Kolk Chpts. 14 - 15
<b>Unit 11</b> 11/8 – 11/14	<ul style="list-style-type: none"> <li>• Finalize Group Presentations</li> </ul>	Van der Kolk Chpts. 16 - 17
<b>Unit 12</b> 11/15 – 11/21	<ul style="list-style-type: none"> <li>• <b>Meet together on Mon. 11/15</b></li> <li>• Prepare for Final Exam</li> </ul>	Van der Kolk Chpts. 18 - 20  <b>Group Presentations on 11/15</b>  <b>Study Guide Available</b>
<b>Unit 13</b> 11/22 – 11/30	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>	<b>Final exam available 1 am on 11/29 – 11:59 pm on 11/30</b>