Syllabus
CG 621 - Crisis Intervention and Consultation
Semester and Year
Day, Time; Location
3 Credit Hours

Faculty Contact Information:
Instructor:
Phone:
Email:
Office Hours: By appointment before and after class, and as posted on Office Edvance 360

I. Course Description

The purposes of this course are to 1) provide an overview of consultation, 2) provide students in the human services areas consultation models, 3) help students acquire knowledge and skills to be successful as consultants in school and agency settings and 4) instruct students on crisis intervention strategies

II. Course Objectives (CACREP)/Counseling Program Standards/Institutional Standards:

Course Objectives
As a result of taking this course, the degree candidate should:

A. knowledge of trends and changes in society including educational, political, sociological, economic, and technological influences, conflicts within society and methods of resolution, and responses to change.
B. the skill to explain the impact of major societal changes and trends on individuals and groups in society.
C. the skill to apply principles of intervention to facilitate coping among individuals and groups confronting societal changes.
D. knowledge of consultant and collaborator characteristics and behaviors that influence helping processes including verbal and nonverbal behavior and personal characteristics, and constructs and skills.
E. knowledge of consultee/fellow collaborator characteristics and behaviors that influence helping processes including verbal and nonverbal behaviors and personal traits, characteristics, capabilities, and life circumstances.
F. knowledge of consultation theories including major theories, proponents, advantages and limitations, factors considered in application and behavioral manifestation.
G. knowledge of basic and advanced helping skills used in consultation and collaboration including philosophies and theoretical bases, proponents, advantages and limitations, factors considered in applications, and behavioral manifestations.
H. knowledge of implementation of helping process related to consultation and collaboration including goal setting, process control behaviors, determination of process parameters, responsibilities, and approximate behaviors, methods of evaluation and effectiveness.
I. the skill to explain consultant/collaborator orientation to helping processes.
J. the skill to explain consultant/collaborator verbal and nonverbal behavior in helping processes.
K. the skill to explain and self-evaluate levels of helping skills as they relate to consultation and collaboration.
L. the skill to explain internal and external factors affecting the consultation and collaboration relationships.
M. the skill to apply basic and advanced skills in consultation and collaboration processes.
N. the skills to practice consultation and collaboration in a culturally competent manner.
O. the skill to state the rationales of the appropriate use of consultation and collaboration processes.
P. knowledge of methods and skills of leading large group consultation/collaboration activities.
Q. knowledge of appropriate ethical standards.
R. knowledge of consultant and collaborator roles and functions including similarities and differences with other types of professional activities.
S. skill to apply appropriate professional ethical standards when engaging in consultation and collaboration.
T. skill to explain various helping professional roles and functions and how they are similar and dissimilar to consultation and collaboration.
U. skill to differentiate between consultation and collaboration and choose the appropriate service given the situation at hand.
V. skill to implement service learning project
W. skill to assist and plan for crisis intervention
X. understands the impact of crises, disasters, and other trauma-causing events on people
Y. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event.
Z. understands the operation of an emergency management system within clinical mental health agencies and in the community
AA. understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events

Carter and Moyers School of Education, Institutional Standard

7. The candidate demonstrates the dispositions needed to foster relationships with students, colleagues, school leaders, parents, community leaders, and professional associations in the larger community to support teaching and learning (VALUES & SERVICE). PROFICIENCY: Social Intelligence

State of Tennessee PreK – 12 Professional Counseling Standards

I.C. Understand the philosophical basis underlying the helping profession and facilitate human growth and development through counseling and consultation emphasizing collaboration, reflection and research. Ability to facilitate student growth and development and positive systemic change through counseling, advocacy, leadership, collaboration, and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs.

CACREP 2009 Standards

Section II.G.1.PROFESSIONAL ORIENTATION AND ETHICS- studies that provide an understanding of professional functioning:

c. Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event.

Section II.G.5. HELPING RELATIONSHIPS- studies that provide an understanding of the counseling process in a multicultural society, including:

f. a general framework for understanding and practicing consultation
g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies

CMHC. A.

9. Understands the impact of crises, disasters, and other trauma-causing events on people (CACREP, 9).
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community

CMHC. C.

6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events

CMHC. K.

5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP 5).

SC. A.

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events (CACREP 7).

SC. C.

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention (CACREP 6).

SC. M.

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

III. Texts/Materials for the Course


Additional Readings/Knowledge Base

Culturally Competent Crisis Response Resources
Providing effective crisis intervention for students and families from diverse backgrounds. Paper presented at the National Association of School Psychologists Annual Convention, Dallas, TX.


Center for Trauma, Response, Recovery, and Preparedness (Cultural Competency and Disaster Mental Health) http://www ctrp.org/resources_cultural_comp.htm


Websites:
http://www.nasponline.org/resources/crisis_safety/index.aspx#general
http://www.counseling.org/sub/dmh/redcross.aspx
http://www.bt.cdc.gov/mentalhealth/responders.asp
http://www.bt.cdc.gov/mentalhealth/
http://emergency.cdc.gov/preparedness/mind/
http://www.bt.cdc.gov/masscasualties/copingpro.asp

IV. Course Requirements, Assessment (Learning Outcomes), and Evaluation Methods

Assignment A
Consultation/Collaboration Experience and Write-up: Developmental Case Study (35 points)
Students will contact a mental health professional in an agency (e.g., school, mental health center, DSS, etc.). Obtain permission of professor for consultee/fellow collaborator selection. Avoid friends and fellow students.
Avoid parent consultation/collaboration at this time. Set up a brief meeting with the consultee/fellow collaborator to orient him/her.

1. Contact a mental health professional in an agency (e.g., school, mental health center, DSS, etc.). Obtain permission of professor for consultee/fellow collaborator selection. Avoid friends and fellow students. Avoid parent consultation/collaboration at this time. Set up a brief meeting with the consultee/fellow collaborator to orient him/her. Follow up with a letter (see attachment).

2. Engage that person in a consultation/collaboration relationship of at least two sessions (more if necessary). Audiotape one of the sessions and submit with your write-up.

3. Write up your session according to the following format using APA style:
   A. Who the consultee/fellow collaborator was (1/2 page)
   B. Who constituted the client system (1/2 page)
   C. The nature of the problem dealt with (1 page)
   D. A description of what happened at each stage of consultation/collaboration (3 pages):
      1. the goal of the stage
      2. roles each party took on
      3. what transpired
   E. A critique (2 pages) of your performance in terms of the use of:
      1. relationships skills
      2. communication skills
      3. professional behavior skills
      4. skills in working with diverse populations/organizations
      5. problem-solving skills
   F. A statement about how you would do things differently if you had it to do all over again (2 pages).
   G. A statement of what you learned about consultation/collaboration from this experience (2 pages).
   H. A statement of what you learned about yourself as a result of this experience (1 page)

CACREP-2009.2.G.5
HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
CACREP-2009.2.G.5.f
a general framework for understanding and practicing consultation; and
CACREP-2009.6.C.1
Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
CACREP-2009.8.M.1
Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
CACREP-2009.8.M.2
Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
CACREP-2009.8.M.3
Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
CACREP-2009.8.M.4
Understands systems theories, models, and processes of consultation in school system settings.
CACREP-2009.8.M.5
Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
CACREP-2009.8.M.6
Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
TN-LMU-IS.7
The candidate demonstrates the dispositions needed to foster relationships with students, colleagues, school leaders, parents, community leaders, and professional associations in the larger community to support teaching and learning (VALUES & SERVICE).

TN-LMUCG.1C
The candidate will understand the philosophical basis underlying the helping process and facilitate student growth and development through both counseling and consulting activities, including contributing to the development and implementation of individualized educational programs (IEPs) for students with special needs with performance no less than 80% as measured by rubrics.

Assignment to be submitted to Livetext as Case Study – see rubric at end of syllabus.

 Assignment B
Research Paper (35 points)
Counselor candidates research the role and responsibilities of an interdisciplinary emergency management team during a local, regional, or national crisis, disaster or other trauma-causing event and write a paper, following APA format, addressing the following:

- Crisis intervention and suicide prevention models, including the use of psychological first aid strategies
- Impact crises, disasters, and other trauma-causing events have on people
- Operation of an emergency management system within clinical mental health agencies and in the community (CMHC)
- Principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CMHC)
- Appropriate use of diagnosis during a crisis, disaster, or other trauma-causing events (CMHC)
- Operation of the school emergency management plan and the role and responsibilities of the school counselor during crises, disasters, and other trauma-causing events (SC)
- Potential impact of crises, emergencies, and disasters on students, educators, and schools, and knowledge of skills needed or intervention (SC)
- School and community collaboration models or crisis disaster preparedness and response (SC)

Further details on this assignment will be handed out in class and made available online. Assignment to be submitted to Livetext as Research Paper and should follow APA guidelines – see rubric at end of syllabus.

 Assignment C
Homework and Class Participation (30 points) –

1. Write a two page analysis of each of the following research articles:
   - Wei, et al.: Effectiveness on Mental Health of Psychological Debriefing for Crisis Intervention in Schools
   - Brown, et al.: Too Much to Bear: An Introduction to Crisis Intervention and Therapy
   - Rosen, et al.: Tailoring Disaster Mental health Services to Diverse Needs: An Analysis of 36 Crisis Counseling Projects

2. Write a two page analysis of each of the following websites:

Course Evaluation/Assessment
Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>100-95</td>
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<td>94-90</td>
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<td>79-75</td>
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<tr>
<td>74-70</td>
<td>C-</td>
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Class Attendance
Regular class attendance and participation in discussions are expected of all class members, and may be considered as part of the grading process. Missing more than 1 class may require completion of an additional written coursework assignment, and/or result in a drop of ½ letter grade for the course. In extreme circumstances and at professor’s discretion, an additional major project may be assigned to make up for missed classes.

V. Methods of Instruction

Methods of Instruction Methods of instruction will include didactic lectures, collaboration, demonstration, evaluation, analyses of research articles, and student presentations. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning. The course focuses on the development of consultants and crisis workers as inviting, reflective decision-makers who believe in the inherent value of individuals and who are capable of creating conditions within the human service profession that purposefully design policies, processes and programs that help clients/students realize their full potential. This commitment is reflected in this course in a variety of ways, as the following examples demonstrate. The counselor candidate learns that consultation and crisis intervention are first and foremost helping relationships that have as their foundation the dignity and respect of the parties involved. Consultation and crisis intervention(s) are characterized as problem-solving processes that involve a variety of key decision points. A generic model is provided for students in a "cognitive map" upon which they can reflect when attempting to determine effective practice.

This course also emphasizes the impact that diversity has on interventions related to consultees’, client systems’, and crisis victims’ specific world views and is sensitive to the need to include cultural awareness when entering into a consultative or crisis interventionist role. Implications for effective practice, deals with the culturally competent organization, discusses the skills and attitudes necessary for working competently with cultural diversity, reviews relevant literature and research, discusses the need for a multicultural framework for consultation and crisis intervention, notes multicultural aspects related to the stages of consultation and crisis intervention, models of consultation and crisis intervention, school and community consultation and crisis intervention(s), and case studies, and cites implications for the effective practice of consultation and crisis intervention.

VI. Information Literacy/Technological Resources

Technology
Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. Computer access must be available on a personal computer.

PLEASE NOTE THAT edvance360 REPOSITORY HAS FILES RELATED TO COURSE CONTENT

Turn-it-in
Portions of certain graduate classes will be required to be submitted to Turn-It-In, the computer program designed for checking literature duplication. Submitting additional course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

**LiveText**

Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at [https://c1.livetext.com](https://c1.livetext.com) or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

**Diversity Statement**- Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

**Library Resources**

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: *ERIC*, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; *ProQuest Education Journals* database which contains access to 760 leading journals of which over 600 are in full-text; *ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection*: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; *Mental Measurements Yearbook* which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

**VII. University Policies**

**Students With Disabilities Policy**: As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the instructor and the LMU ADA Compliance Officer, Donna Treece, with regard to required documentation and in order to make appropriate arrangements. Contact information: donna.treece@lmunet.edu and/or 423-869-6251 (800-325-0900 ext. 6251). Office is located on the third floor of the Student Center, room 319.

**Discrimination, Scholastic Dishonesty, Cheating, and Plagiarism Policies**


**Inclement Weather Policy**

Found at: [http://www.lmunet.edu/curstudents/weather.shtml](http://www.lmunet.edu/curstudents/weather.shtml)

**VIII. Mission Statements**
University Mission and Purpose Statement

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

Approved by the Board of Trustees May 5, 2006

School of Education - Unit Mission Statement

The School of Education is dedicated to preparing professional educators of distinction who embody the three core ideas of Lincoln Memorial University. We accomplish our mission through instilling the core ideals of Values, Education and Service in candidates who:

- demonstrate the disposition of the education profession – Values
- articulate and live by the knowledge base and understands of moral, social, and political dimensions which will impact individual students, schools, districts, and communities for the enrichment of society – Values
- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and internship placements in partner P-12 schools – Education
- promote lifelong learning through continued professional development and scholarship – Education
- assist in meeting the educational needs of an ever-increasing global society, especially the underserved – Service
- articulate an understanding that all students can learn as well as demonstrate the disposition to serve and teach diverse student populations – Service

Counseling Program Mission Statement

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region, and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Program offerings, service learning activities and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

IX. Course Outline/Assignment/Units of Instruction or Clinical Schedule
<table>
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<th>Week</th>
<th>Assignments</th>
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| Week 1 | Introduction, Review Syllabus  
Part 1: Consultation and Consultants, Collaboration and Collaborators  
Chapter 1- Overview; Chapter 2- Consultants, Consultees, and Collaborators  
Part 2: A Generic Model of Consultation and Collaboration  
Chapter 3- Entry Stage  
**HOMEWORK: BE PREPARED TO DISCUSS CHAPTERS 4-7** |
| Week 2 | Chapter 4- Diagnosis Stage  
Chapter 5- Implementation Stage  
Chapter 6- Disengagement Stage  
Chapter 7- Ethical, Professional, and Legal Issues  
**HOMEWORK: BE PREPARED TO DISCUSS CHAPTERS 8-12** |
| Week 3 | Part 3: Models of Consultation and Collaboration  
Chapter 8- The Pragmatic Issues of Working within an Organization  
Chapter 9- Mental Health Consultation and Collaboration  
Chapter 10- Behavioral Consultation and Collaboration  
Chapter 11- Organizational Consultation and Collaboration  
Chapter 12- School Based Consultation and Collaboration  
**CACREP SC. M.**  
1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.  
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.  
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.  
4. Understands systems theories, models, and processes of consultation in school system settings.  
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.  
6. Understands the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them.  
**HOMEWORK: READ HANDOUTS WEI, ET AL., BROWN, ET AL., ROSEN, ET AL. AND submit a two page analysis of each research article** |
| Week 4 | Chapter 13- Case Study Illustrations  
Mental Health Case Study – Group Activity  
School Counseling Case Study – Group Activity  
Discuss HANDOUTS:  
- Wei, et al.: Effectiveness on Mental Health of Psychological Debriefing for Crisis Intervention in Schools |
- Brown, et al.: Too Much to Bear: An Introduction to Crisis Intervention and Therapy
- Rosen, et al.: Tailoring Disaster Mental Health Services to Diverse Needs: An Analysis of 36 Crisis Counseling Projects

**HOMEWORK: Write a two page analysis of the following websites:**

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<td><a href="http://www.samhsa.gov/dtac/CCPtoolkit/start.htm">http://www.samhsa.gov/dtac/CCPtoolkit/start.htm</a></td>
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CACREP Section II.G.1.PROFESSIONAL ORIENTATION AND ETHICS-studies that provide an understanding of professional functioning:

c. Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event.

| Week 6 | Discuss the following podcasts [http://www2c.cdc.gov/podcasts/player.asp?f=303306](http://www2c.cdc.gov/podcasts/player.asp?f=303306) |

CACREP CMHC. A.
9. Understands the impact of crises, disasters, and other trauma-causing events on people (CACREP, 9).
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community

CACREP CMHC. C.
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events

CACREP CMHC. K.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP 5).

| Week 7 | Small group discussions mental health and school crisis intervention and planning |

CACREP Section II.G.1.PROFESSIONAL ORIENTATION AND ETHICS-studies that provide an understanding of professional functioning:

7. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies

CACREP SC. A.
8. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events (CACREP 7).

CACREP SC. C.
9. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention (CACREP 6).

CACREP SC. M.
X. **Program Dispositions**

Program Dispositions can be found at sharepoint.lmunet.edu/graduate_studies. Program dispositions include the Carter and Moyers School of Education Institutional Proficiencies, State of Tennessee PreK – 12 Professional Counseling Standards, and the Council for Accreditation of Counseling Related Educational Programs (CACREP) 2009 Standards.

XI. **Plagiarism/Certificate of Authorship**

**Plagiarism**

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See *APA Manual*). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences or ideas in a paragraph with only one citation at the end of the paragraph resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure. Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the *APA Manual*.

**Certificate of Authorship**

I certify that I am the author of this paper titled ______________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

Student’s Signature________________ Date ______________

(This statement must be included with all written assignments)

XII. **The instructor reserves the right to revise, alter and/or amend this syllabus, as necessary. Students will be notified in writing and/or by email of any such revisions, alterations and/or amendments.**
Assignment A - Consultation/Collaboration Experience and Write-up: Developmental Case Study (35 points)

Assessment

CG 621 Crisis Intervention and Consultation Developmental Case Study

The purpose of this project/assignment is to provide counselor candidates an opportunity to demonstrate their understanding of consultation models and processes needed to provide students in the human services areas knowledge and skills to be successful as consultants in school and mental health settings. Appropriate Education Unit Proficiencies, Tennessee School Counseling Pre-K - 12, and CACREP standards are also outlined within the rubric.

Purpose of this assessment for the counselor candidate

The purpose of this case study assessment is to provide counselor candidates an opportunity to demonstrate an understanding of consultation models used within school and mental health counseling settings.

Specifically the counselor candidate will follow these guidelines for the consultation/collaboration experience write-up:

1. Contact a mental health professional in an agency (e.g., school, mental health center, DSS, etc.). Obtain permission of professor for consultee/fellow collaborator selection. Avoid friends and fellow students. Avoid parent consultation/collaboration at this time. Set up a brief meeting with the consultee/fellow collaborator to orient him/her. Follow up with a letter (see attachment). 2. Engage that person in a consultation/collaboration relationship of at least two sessions (more if necessary). Audiotape one of the sessions and submit with your write-up. 3. Write up your session according to the following format using APA style:
   A. Who the consultee/fellow collaborator was (1/2 page)
   B. Who constituted the client system (1/2 page)
   C. The nature of the problem dealt with (1 page)
   D. A description of what happened at each stage of consultation/collaboration (3 pages):
      1. the goal of the stage
      2. roles each party took on
      3. what transpired
   E. A critique (2 pages) of your performance in terms of the use of:
      1. relationships skills
      2. communication skills
      3. professional behavior skills
      4. skills in working with diverse populations/organizations
      5. problem-solving skills
   F. A statement about how you would do things differently if you had it to do all over again (2 pages).
   G. A statement of what you learned about consultation/collaboration from this experience (2 pages).
   H. A statement of what you learned about yourself as a result of this experience (1 page)

Assessor - Course Instructor/Professor

The course instructor/professor is the intended assessor for this course project/assignment.

Counselor Candidate Performance Assessment Developmental Case Study

<table>
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<tr>
<th>Consultant/Collaborator Characteristics (10, 10%) CACREP-2009.2.G.5.f</th>
<th>Capstone (4 pts)</th>
<th>Milestone (3 pts)</th>
<th>Milestone (2 pts)</th>
<th>Benchmark (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor candidates provide detailed analyses of their understanding of consultant and or collaborator</td>
<td>Counselor candidates provide analyzes of their understanding of consultant and or collaborator characteristics and</td>
<td>Counselor candidates provide limited analysis of their understanding of consultant and or collaborator</td>
<td>Counselor candidates provide inaccurate analysis of their understanding of consultant and or collaborator</td>
<td></td>
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</table>
## Counselor Candidate Performance Assessment Developmental Case Study

<table>
<thead>
<tr>
<th>Capstone (4 pts)</th>
<th>Milestone (3 pts)</th>
<th>Milestone (2 pts)</th>
<th>Benchmark (1 pt)</th>
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</thead>
<tbody>
<tr>
<td>characteristics and behaviors that influence helping processes including verbal and nonverbal behavior and personal characteristics, and constructs and skills related to consultation and or collaboration.</td>
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<tr>
<td><strong>Demonstrate an Understanding of Theories of Consultation/Collaboration (20, 20%)</strong> CACREP-2009.2.G.5 CACREP-2009.2.G.5.f CACREP-2009.6.C.1 CACREP-2009.8.M.4 TN-LMU-IS.7 TN-LMUCG.I.C</td>
<td>Counselor candidates demonstrate an understanding of theories, models, and processes of consultation and or collaboration with regard to change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.</td>
<td>Counselor candidates demonstrate a limited understanding of theories, models, and processes of consultation and or collaboration with regard to change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.</td>
<td>Counselor candidates demonstrate an unsophisticated understanding of theories, models, and processes of consultation and or collaboration with regard to change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.</td>
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<tr>
<td><strong>Demonstrate Recognition of Social and Cultural Issues related to Consultation/collaboration (20, 20%)</strong> CACREP-2009.2.G.5 CACREP-2009.2.G.5.f CACREP-2009.8.M.1 CACREP-2009.8.M.2 CACREP-2009.8.M.3 CACREP-2009.8.M.5 TN-LMU-IS.7 TN-LMUCG.I.C</td>
<td>Counselor candidate can independently and accurately apply appropriate social and cultural perspectives and or concepts to a consultation and or collaboration situation, issue, or question, and is able to consider full implications of the application.</td>
<td>Counselor candidate can independently and accurately apply appropriate social and cultural perspectives and or concepts to a consultation and or collaboration situation, issue, or question, and is able to consider some of the major implications of the application.</td>
<td>Counselor candidate can independently and accurately apply appropriate social and cultural perspectives and or concepts to a consultation and or collaboration situation, issue, or question, and is able to demonstrate limited understanding of the implications of the application.</td>
</tr>
<tr>
<td><strong>Application of helping processes related to consultation/collaboration (25, 25%)</strong> CACREP-2009.2.G.5 CACREP-2009.2.G.5.f CACREP-2009.6.C.1 CACREP-2009.8.M.6 TN-LMU-IS.7 TN-LMUCG.I.C</td>
<td>Counselor candidate can independently and accurately provide a description of what happened at each stage of consultation/collaboration (3 pages): including the goal of the stage, roles each party took on, what transpired within the consultation/collaboration situation/question, and is able</td>
<td>Counselor candidate provides a limited description of what happened at each stage of consultation/collaboration (3 pages): including the goal of the stage, roles each party took on, what transpired within the consultation/collaboration situation/question, and is able</td>
<td>Counselor candidate provides a superficial description of what happened at each stage of consultation/collaboration (3 pages): including the goal of the stage, roles each party took on, what transpired within the consultation/collaboration situation/question, and is able</td>
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Counselor candidate performance is assessed through the demonstration of competencies and skills in consultation and collaboration. The assessment criteria include an understanding of theories and models, recognizing social and cultural issues, and applying helping processes. Each milestone is evaluated on a scale of 1 to 4 points, with benchmarks indicating the level of proficiency expected for each competency. The performance is documented through written descriptions of consultation and collaboration situations, including roles, stages, and outcomes.
Counselor Candidate Performance Assessment Developmental Case Study

| Evaluation of Helping Process Related to Consultation/Collaboration (25, 25%) |
|-------------------------------|---------------------------|---------------------------|---------------------------|
| Counselor candidate evaluates and reflects on his/her performance in terms of the use of: | Counselor candidate provides a superficial evaluation or reflection on his/her performance in terms of the use of: | Counselor candidate fails to provide adequate evaluation or reflection on his/her performance in terms of the use of: | Counselor candidate provides neither an evaluation nor a reflection on his/her performance in terms of the use of: |
| 1. relationships skills | 1. relationships skills | 1. relationships skills | 1. relationships skills |
| 2. communication skills | 2. communication skills | 2. communication skills | 2. communication skills |
| 3. professional behavior skills | 3. professional behavior skills | 3. professional behavior skills | 3. professional behavior skills |
| 4. skills in working with diverse populations/organizations | 4. skills in working with diverse populations/organizations | 4. skills in working with diverse populations/organizations | 4. skills in working with diverse populations/organizations |
| 5. problem-solving skills and provides a statement about how he/she would do things differently if he/she had it to do all over again. Counselor candidate also provides a reflective statement of what he/she has learned about consultation and or collaboration from this experience. | 5. problem-solving skills and provides a statement about how he/she would do things differently if he/she had it to do all over again. Counselor candidate also provides a reflective statement of what he/she has learned about consultation and or collaboration from this experience. | 5. problem-solving skills and provides a statement about how he/she would do things differently if he/she had it to do all over again. Counselor candidate also provides a reflective statement of what he/she has learned about consultation and or collaboration from this experience. | 5. problem-solving skills and provides a statement about how he/she would do things differently if he/she had it to do all over again. Counselor candidate also provides a reflective statement of what he/she has learned about consultation and or collaboration from this experience. |

**Standards**

CACREP-2009.2.G.5
- HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
- CACREP-2009.2.G.5.f
  - a general framework for understanding and practicing consultation; and
- CACREP-2009.6.C.1
  - Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
- CACREP-2009.8.M.1
  - Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
- CACREP-2009.8.M.2
  - Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
  - Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
Assignment B - Research Paper (35 points)

Assessment

CG 621 Crisis Intervention and Consultation Research Paper

Counselor candidates research the role and responsibilities of an interdisciplinary emergency management team during a local, regional, or national crisis, disaster or other trauma-causing event and write a paper, following APA format, addressing the following:

- crisis intervention and suicide prevention models, including the use of psychological first aid strategies
- impact crises, disasters, and other trauma-causing events have on people
- operation of an emergency management system within clinical mental health agencies and in the community (CMHC)
- principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CMHC)
- appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CMHC)
- operation of the school emergency management plan and the role and responsibilities of the school counselor during crises, disasters, and other trauma-causing events (SC)
- potential impact of crises, emergencies, and disasters on students, educators, and schools, and knowledge of skills needed or intervention (SC)
- school and community collaboration models or crisis disaster preparedness and response (SC)

Purpose of this assessment for the counselor candidate

As a result of this performance assessment, Counselor candidates research the role and responsibilities of an interdisciplinary emergency management team during a local, regional, or national crisis, disaster or other trauma-causing event and write a paper, following APA format, addressing the following:

Assessor

Assessor is course instructor/professor.

Standards

CACREP-2009.2.G.1.c

counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
CACREP-2009.2.G.5.g  
crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

CACREP-2009.6.A.9  
Understands the impact of crises, disasters, and other trauma-causing events on people.

CACREP-2009.6.A.10  
Understands the operation of an emergency management system within clinical mental health agencies and in the community.

CACREP-2009.6.C.6  
Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events

CACREP-2009.6.K.5  
Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

CACREP-2009.8.A.7  
Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

CACREP-2009.8.C.6  
Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

CACREP-2009.8.M.7  
Knows school and community collaboration models for crisis/disaster preparedness and response.

TN-LMU-IS.7  
The candidate demonstrates the dispositions needed to foster relationships with students, colleagues, school leaders, parents, community leaders, and professional associations in the larger community to support teaching and learning (VALUES & SERVICE).

CG 621 Crisis Intervention and Consultation Research Paper

<table>
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<tr>
<th>Identification (5, 5%)</th>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
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<tr>
<td>Synopsis clearly and comprehensively articulates the counselors' roles and responsibilities as members of an interdisciplinary emergency management response team including characteristics and concerns within and among diverse groups during a local, regional or national crisis, disaster or other trauma-causing event.</td>
<td>Author, title, source, dates, etc. follows APA style, Excellent grammar, spelling and academic voice are used.</td>
<td>Author, title, source, dates, etc. approach correct APA style. Proficient grammar, spelling and academic voice are used.</td>
<td>Author, title, source, dates, etc. are flawed but appear to be informed by APA style. Somewhat acceptable grammar spelling and academic voice are used.</td>
<td>Author, title, source, dates, etc. are flawed by APA style stands. Below average grammar, spelling and academic voice are used.</td>
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| Summary of Major Ideas (10, 10%) CACREP-2009.2.G.1.c | Synopsis clearly and comprehensively articulates the counselors' roles and responsibilities as members of an interdisciplinary emergency management response team including characteristics and concerns within and among diverse groups during a local, regional or national crisis, disaster or other trauma-causing event. | Synopsis clearly and comprehensively articulates the counselors' roles and responsibilities as members of an interdisciplinary emergency management response team including characteristics and concerns within and among diverse groups during a local, regional or national crisis, disaster or other trauma-causing event. | Synopsis clearly and comprehensively articulates the counselors' roles and responsibilities as members of an interdisciplinary emergency management response team including characteristics and concerns within and among diverse groups during a local, regional or national crisis, disaster or other trauma-causing event. | Synopsis articulates the counselors' roles and responsibilities as members of an interdisciplinary emergency management response team including characteristics and concerns within and among diverse groups during a local, regional or national crisis, disaster or other trauma-causing event. |

<p>| | Summary of major ideas, questions, issues, or points clearly stated and comprehensively | Summary of major ideas, questions, issues, or points clearly stated and comprehensively | Summary of major ideas, questions, issues, or points clearly stated and comprehensively | Summary of major ideas, questions, issues, or points lack clarity and/or depth. |</p>
<table>
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<tr>
<th>Evidence (10, 10%) CACREP-2009.6.C.6 CACREP-2009.8.A.7</th>
<th>4 Capstone (4 pts)</th>
<th>3 Milestones (3 pts)</th>
<th>2 Milestones (2 pts)</th>
<th>1 Benchmark (1 pt)</th>
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<td>Analyzes sources on principles of crisis intervention and implementation of crisis counseling programs, identifies the development, and social justice within research paper with enough interpretation/evaluation, to develop a comprehensive analysis or syntheses. Identifies whether or not material is logically consistent. Distinguishes between substantive or biased unsupported opinion.</td>
<td>Analyzes sources on principles of crisis intervention and implementation of crisis counseling programs, identifies the development, and social justice within research paper with enough interpretation/evaluation, to develop a comprehensive analysis or syntheses. Identifies whether or not material is logically consistent. Demonstrates an emerging ability to distinguish between substantive or biased unsupported opinion.</td>
<td>Analyzes sources on principles of crisis intervention and implementation of crisis counseling programs, identifies the development, and social justice within research paper, however, lacks the ability to provide sufficient interpretation/evaluation, to develop a comprehensive analysis or syntheses. Viewpoints of experts are taken as fact, without question.</td>
<td>Analyzes sources on crisis intervention and implementation of crisis counseling programs, identifies the development, and social justice within research paper with minimal or no interpretation/evaluation, on which to develop a comprehensive analysis or syntheses. Viewpoints of experts are taken as fact, without question.</td>
<td></td>
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<tr>
<td>Influence of Context &amp; Assumptions (20, 20%) CACREP-2009.2.G.5.g TN-LMU-IS.7</td>
<td>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position on individual, couple, family, group, and community strategies for working with and advocating for diverse populations impacted by crises, disasters, and other trauma-causing events.</td>
<td>Identifies own and others’ assumptions and several relevant contexts when presenting a position. Identifies several relevant contexts when presenting a position on individual, couple, family, group, and community strategies for working with and advocating for diverse populations impacted by crises, disasters, and other trauma-causing events.</td>
<td>Questions some assumptions. May be more aware of others’ assumptions than one’s own (or vice versa). Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions) on individual, couple, family, group, and community strategies for working with and advocating for diverse populations impacted by crises, disasters, and other trauma-causing events.</td>
<td>Begins to identify some contexts when presenting a position on individual, couple, family, group, and community strategies for working with and advocating for diverse populations impacted by crises, disasters, and other trauma-causing events.</td>
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<tr>
<td>Student’s Position (Perspective, thesis/hypothesis) (30, 30%) CACREP-2009.6.A.10 CACREP-2009.6.A.9 CACREP-2009.6.C.6</td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of counselors’ roles in understanding the impact of crises, disasters, and other trauma-causing events on people and provides evidence of understanding the</td>
<td>Specific position (perspective, thesis/hypothesis) acknowledges the complexities of counselors’ roles in understanding the impact of crises, disasters, and other trauma-causing events on people and provides evidence of understanding the</td>
<td>Specific position (perspective, thesis/hypothesis) acknowledges counselors’ roles in understanding the impact of crises, disasters, and other trauma-causing events on people and provides evidence of understanding the</td>
<td>Specific position (perspective, thesis/hypothesis) counselors’ roles in managing crisis intervention strategies. Position is simplistic and lacks depth of understanding.</td>
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evidence of understanding the skills needed for crisis intervention within the operation of an emergency management system within clinical mental health setting, schools, and the community. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others’ points of view are synthesized within position (perspective, thesis/hypothesis).

CACREP-2009.8.A.7
CACREP-2009.8.M.7

Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.

Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.

Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.

Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Citations

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Assignment C - Homework and Class Participation (30 points) –
Write a two page analysis of each of the following research articles:

- Wei, et al.: Effectiveness on Mental Health of Psychological Debriefing for Crisis Intervention in Schools
- Brown, et al.: Too Much to Bear: An Introduction to Crisis Intervention and Therapy
- Rosen, et al.: Tailoring Disaster Mental health Services to Diverse Needs: An Analysis of 36 Crisis Counseling Projects

Write a two page analysis of each of the following websites:

http://www.samhsa.gov/dtac/CCPtoolkit/start.htm
http://www.samhsa.gov/dtac/proguide.asp
http://www.samhsa.gov/dtac/CCPtoolkit/ISPtrainings.htm