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CO 660 Crisis Counseling

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CO660: Crisis Counseling
Asbury Theological Seminary
Version - June 10, 2005
Texts are finalized

Instructor: Virginia T. Holeman, Ph.D.

Office: 412 Stanger Hall

Office Phone: 858-2212

Class Time: Tuesday, Thursday, 1:00-2:15 pm

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Office Hours: T, 2:30-3:30 p.m.; W, 1:15-2:15 p.m., R, 10-11 a.m.

Course Description

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

Course Goals:

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

Required Course Texts:

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

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

Course Packet (Purchase at ATS Bookstore)

Required Readings in Course Packet:

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

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

Crandall, R. (1999). *Grace, Is Grace, Is Grace*. Unpublished Manuscript. Asbury Theological Seminary.

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

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

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

Grading Policies

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

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

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 reflection papers due on October 13 [Round 1], November 10 [Round 2], and December 8 [Round 3]

2. **Theological Integration Paper [25%]** Due October 18, 2004

3. **Role play and group presentation [25%]** As scheduled in class syllabus

4. **Case conceptualization and treatment plan [30%]** Due the week before your class presentation. [EXCEPTIONS: The PTSD group that presents on Oct. 25 & 27 may turn their papers in on Nov. 1. The Sexual Assault group that presents on Nov. 1 & 3 may turn their papers in on Nov. 8].

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

1. **Counseling Practice - 20%**

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

On **October 13 [Round 1], November 10 [Round 2], and December 8 [Round 3]** you will turn in:

- a. The Trio Rating Scales that were completed for you during that round (e.g. YOUR evaluation of yourself as a counselor, the rating scale from the observer, and the rating scale from your 'client.')
- b. A 2-page, double-spaced reflection paper per round that describes **how your role play illuminates aspects of our crisis counseling text.**

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

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

2. Theological Integration Paper - October 18, 2005 - 25%

See grading rubric.

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

Address these issues:

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

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

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

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

Due: As assigned in syllabus

SEE GRADING RUBRIC for details

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

- a. On your assigned Tuesday, your group will present a **pre-recorded** counseling role-play. The role play should last about 20 minutes. It should model a **FIRST SESSION** dealing with the crisis situation. The video tape will be a part of your presentation and will then be replayed and processed in class. Use the recording equipment in the CPC Lounge.
- b. On your assigned Tuesday, your group 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 **LENGTHY** discussion of treatment and crisis counseling approaches. You should integrate the role play into your workshop [this is added onto the 45 minutes]. Workshop should include a handout 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*.

Students should consider the best use of each member's gifts and graces when creating the role play and presentation. Some members may create the role play while others work on the presentation. Your content **MUST** reflect the findings from your research papers and therefore should **NOT** be a mere repetition of the class text chapter.

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

Due as scheduled:

Nov. 1: PTSD & Partner Violence

Nov. 8: Sexual Assault and Addictions

Nov. 15: Bereavement and Loss & Crisis in Schools

See grading rubric

Prepare a research paper related to the topic of your group presentation (approx. 10 pages) that deals with the following items:

- a. Introduction (1 page)
- b. Case Conceptualization—What are the critical psychological and interpersonal dynamics that play a role in the person's recovery process? Remember to consider such things as developmental, gender and ethnic issues. (7 pages)
- c. Identify the theological issues that you believe will be most salient for this client and tell how your theological perspective addresses these concerns. Refer to theological articles as is appropriate. (1-2 pages)
- d. Discuss how you would approach counseling this client. (2 pages)

See grading rubric for more details.

Fall 2005 CO660 Class Schedule*

WK	Date	Topic	Reading	Practice Group Assignments	Misc.
1 & 2	9/6 & 8 9/13 & 15	Orientation to Crisis Counseling	Wk 2: G & J 1, 14 Wk 3: G & J 2	Wk 2 Review Rita's Case, pg. 69 Work on worksheets pg. 76-78	Wk 2: Model, pg. 32 & TAF, pg. 40-41
3	9/20 & 22	Basics of Crisis Counseling	Shattered Assumpt. Part 1; G & J 3	Role play simple crisis situation to practice using TAF	
4	9/27 & 29	Theological Reflections	Assumptions Shattered, Part 2; Herald Articles in Course Packet	Role play crisis situation using 6 step model & TAF	
5	10/4 & 6	Cognitive Influences	Shattered Assumpt. Part 3 & 4	Same as Wk. 4	
6	10/11 & 13	Suicide Crisis of Lethality	G & J, 5	Oct. 13: Round 1 Paper Due	Video on counseling suicidal clients
7	10/18 & 20	Class will be held on Oct 18. No class on Oct. 20		10/18 - Theology Paper Role play with suicidal client	
8	10/25 & 27	Group 1: PTSD	G & J Ch 4	Role play with PTSD focus	
9	11/1 & 3	Group 2: Sexual Assault	G & J, 6	Role play with sexual assault focus	
10	11/8 & 10	Group 3: Partner Violence	G & J, 7	Role play with domestic violence focus Nov. 10: Round 2	
11	11/15 & 17	Group 4: Addictions	G & J, 8	Role play with addictions focus	
12	11/21-25	Reading Week			
13	11/29 & 12/1	Group 5: Bereavement & Loss	G & J, 9	Role play with grief focus	
14	12/6 & 8	Group 6: Crises in Schools	G & J, 11	Round 3: Thursday, Dec 8	
15	No class during finals week				

* Page numbers are based on the 5th edition

Counseling Practice Reflection Paper
Grading Rubric

Competency	Target	Points
To what degree does this paper integrate text content with the reflection? (3 pages)	An excellent paper specifies how course text material was manifested during the practice round. Course material is paraphrased not quoted.	Maximum points = 20 points B = 16
To what degree does this reflection paper reflect graduate level work?	An excellent paper shows logical organization; strong interaction with material; and is free from grammar and spelling errors. It is not a stream of consciousness paper	Maximum points = 5 B = 4
Does the paper include Trio Rating Scales from self, observer, and client?	All documentation is included when paper is submitted.	1 point deducted if forms are absent. No late forms accepted.