Title of Course: Crisis Intervention and Consultation (3 cr)
Course No. CP 631
Revised Spring 2012

Semester: 
Instructor: 
Office: 
Phone: 
E-mail: 
Office Hours: 
Class Room: 
Class Dates: 
Class Times: 
Website: 

Note: The Instructor will add the above information each semester.

I. Catalog Description and Credit Hours of Course:
Knowledge and application of consultation theory and knowledge and application of crisis intervention in school and community settings. (3)

II. Prerequisite(s):
Graduate Standing and Permission of the Instructor.

III. Course Integrated in to the Program Requirements

<table>
<thead>
<tr>
<th>M.A. Career Counseling</th>
<th>M.A. School Counseling</th>
<th>M.A. Mental Health Counseling</th>
<th>Ed.S. Counseling Education</th>
<th>Psychological Examiner Certificate</th>
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<tr>
<td>Required</td>
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<td>Required Prereq.</td>
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IV. Student Learning Outcomes

1. The student will demonstrate strategies to promote, develop, and enhance effective teamwork within the school and the larger community. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

2. The student will identify 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. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
3. The student will demonstrate the impact of crises, emergencies, and disasters on a person’s career planning and development. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

V. Course as Relates to External Requirements

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<td>Comp. 9) Consulting with parents and staff;</td>
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VI. Course as Relates to External Standards

**CACREP Standards (2009)**

Section II. G.1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE - studies that provide an understanding of all of the following aspects 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 all of the following:

f. a general framework for understanding and practicing consultation, and
g. an understanding of multidisciplinary immediate, intermediate and long term responses to crises, emergencies and disasters, including the use of psychological first aid strategies.

CC. C. Knowledge

3. Understands the impact of crises, emergencies, and disasters on a person’s career planning and development.

SC. A. Knowledge

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during a time of crisis, emergency or disaster.

SC. C. Knowledge

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

SC. Collaboration and Consultation – M. Knowledge

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, and peer tutoring) and how to coordinate them.
### CMHC. Foundations - A. Knowledge

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

### CMHC. Counseling Prevention and Intervention – C. Knowledge

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

### DESE Standards (2008)

**Comprehensive Guidance Program Components: Responsive:**  
(MoSTEP 1.4.2.2.3.a; ASCA I.4, .5) understand and use individual and small-group counseling theories and techniques for students during times of transition, separation, heightened stress, and critical change.

**Comprehensive Guidance Program Components: Services:**  
(MoSTEP 1.4.2.2.3.b; CACREP SCP [M]4) systems theories, models and processes of consultation within school system settings, including family and community.

(MoSTEP 1.4.2.2.3.a, c; ASCA I.1, .2,.4,.6-.8,.13; CACREP CC1c, 3c, 5g,6a-d; CACREP SCP [A]7, [C]6, [M]9) the role of school counselors and comprehensive guidance programs in school crisis/emergency management plans, including team leadership and collaboration models for schools, communities, and families before, during, and after a crisis.

(MoSTEP 1.4.2.2.3.d; ASCA I.3, 9) construction and use of databases for compiling community agencies, resources, and service providers for student referrals in collaboration with parents or guardians and appropriate school personnel.

(MoSTEP 1.4.3.1.a; CACREP SCP [M]1, 4) using systems theories, models, and processes of consultation within school system to enhance student development, wellbeing, and learning through family-school collaboration.

(MoSTEP 1.4.3.1.b; CACREP SCP [M]2) consultation strategies demonstrated to improve communication and promote teamwork.

(MoSTEP 1.4.3.1.c, d, e; CACREP CC 1b; CACREP SCP [M]3, 7) using consultation strategies to coordinate resources and the efforts of staff (teachers, administrators, and other school personnel), to promote school-home relationships through the involvement of parents and other family members, and to involve private and public community agencies in students’ academic, career, and personal/social development.

### VII. Purposes or Objectives of the Course:

A. The student will demonstrate their knowledge regarding the various roles of the consultant and models of consultation designed to enhance student’s academic, social, emotional, career and other developmental needs in a school setting.

B. The student will identify their understanding of the dynamics, processes and stages of collaborative consultation with school, home and clinical mental health agencies.
C. The student will demonstrate foundational communication and problem-solving skills and strategies to promote, develop and enhance effective teamwork within the school and larger community.

D. The student will demonstrate their knowledge regarding the ethical standards which guide consultant behavior.

E. The student will become acquainted with specialized curriculum, and instructional strategies and responsive services which aid in the development and maintenance of positive mental health and productive behavior in the school environment.

F. The student will be able to identify systems theories and processes of consultation in school systems settings.

G. The student will demonstrate their knowledge regarding peer programming interventions and how to coordinate them.

H. The student will be able to apply appropriate interventions in school, clinical mental health, and career contexts for people and students during crises, disasters, and other trauma-causing events.

I. The student will be able to demonstrate the skills needed to effectively work with educators, communities and schools during the time of crisis.

VIII. Course Content or Outline:

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<thead>
<tr>
<th>Class Hours</th>
<th>A. Introduction to Consultation</th>
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<tbody>
<tr>
<td>6</td>
<td>1. Definition of consultation</td>
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<td>2. Basic concepts of consultation</td>
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<td>3. Principles of consultation</td>
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<td>4. Models of consultation</td>
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<th>B. The Consultation Process in Schools</th>
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<td></td>
<td>1. The scope of pupil personnel services</td>
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<td>2. Roles of a consultant</td>
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<td>3. Stages of consultation</td>
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<td>4. Interpersonal processes</td>
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<td>5. The dynamics of collaborative consultation settings.</td>
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<th>C. Consultant Skills and Classroom Management</th>
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<td>1. Communication Skills</td>
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<td>2. Classroom Climate and Learning Environment</td>
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<td>3. Assessment techniques</td>
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4. Developing effective interventions
5. Evaluation techniques

D. Consulting with Various Populations
   1. Administration
   2. Teachers
   3. Parents
   4. Community Agencies
   5. Medical Community

A. Understanding the development of programs addressing issues and trends in school:
   1. ADHD & ODD
   2. Anger & Conflict Management
   3. Motivating Students
   4. Discipline & Parenting
   5. Grief and Loss in a school setting
   6. Bullying
   7. Use of technology
   8. Diversity
   9. Sexual Harassment

F. Crises, Emergencies and Disasters
   1. School Context
   2. Career Context
   3. Clinical Mental Health Context
   4. Strategies for skill implementation with clients, students, and the community.

G. Legal and Ethical Considerations
   1. Legal and ethical aspects of consultation
   2. Multicultural considerations

IX. Textbook(s):


Assigned readings from current professional journals.
X. Expectations of Students:
A. The student is expected to actively participate in class.
B. The student will be expected to complete the required readings and assignments.
C. Satisfactory performance on examinations.
D. The student will be expected to respond to a variety of skill assessment techniques.
E. The student will be expected to know about and use a variety of technological strategies to enhance learning
F. The student will be expected to know about legal issues and ethical standards in counseling.

XI. Basis for Student Evaluation
A. Written examinations
B. Written critiques of professional articles
D. Presentation
E. Graduate quality research paper

Final letter grade:
91% to 100% -- A
81% to 90% -- B
71% to 80% -- C
0% to 70% -- F

Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

XII. Methods of instruction
A combination of:
   Classroom lectures and discussions
   Classroom experiential exercises
   Web-assisted instructions and tests/exams

XIII. Academic Policy Statement:
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: http://www6.semo.edu/judaffairs/code.html
Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

XIV. Students with Disabilities Statement:
If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: http://www.semo.edu/cs/services/disability.htm

XV. Civility, Respect and Classroom Etiquette:
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. Counselor Dispositions
Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See Student Handbook.

XVII. Knowledge Base References:
An online Knowledge Base is maintained on the Program website. See http://www4.semo.edu/counsel/Program/know-base.htm

XVIII. Course Schedule

Note: Course Schedule will be added each semester by the instructor.
Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.