Course Syllabus - Trauma & Crisis Intervention:
A Survey of Theory, Response Models and Techniques

Fall Semester 2011 – MHS6466 Section 5391

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Home Page and Course Syllabus with Readings and Handouts:
   URL: http://www.counseling.ufl.edu/cwc/Course-Syllabus.aspx

II. Course prerequisite: Successful completion of MHS 6401, Counseling Theories and Applications, or its equivalent. Equivalent course work is to be approved by the instructor prior to registration. First practicum experience is highly recommended.

III. Instructional Goal: To introduce current theory and practice models related to trauma and crisis intervention.

IV. Learning objectives: Through didactic, experiential, research, and multimedia learning approaches the following topics, skills, and techniques will be introduced:

- Definitions of key constructs
- Theories associated with conceptualizing trauma and crisis
- Nature and types of trauma/crisis – A review of typologies
- Survey of intervention models
- Psychosocial factors associated with trauma response (e.g., age, ability, gender, cultural and racial identities, class, and spirituality/religious faith)
- Overview of the cognitive, affective, behavioral, neurological sequelae associated with trauma
- Introduction and application of skills and techniques utilized in crisis intervention, including assessment and triage, safety and security concerns, facilitation of validation, and preparation and rehearsal for maintenance
- Review of current practice trends in post trauma therapy
- Special topics in intervention including assessment of lethality, mass disaster, death notification, suicide of the young, and the role of spirituality
- Caring for the caregiver: Attenuating compassion fatigue

V. Learning competencies will be evaluated through preparation for and participation in classroom discussion, role-play activities, written assignments, and group workshop
presentation. Course participants will be required to have access to computer technology and produce word processing documents for evaluation and distribution to the instructor and members of the class.

VI. Applicable Professional Standards Addressed
This course is designed to meet the professional standards listed following.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (2009)

Portions of this course fulfill in part the following CACREP standards:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

   b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganizational collaboration and communications;

   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;

   d. self-care strategies appropriate to the counselor role;

   f. professional organizations, including membership benefits, activities, services to members, and current issues;

   g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

   i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

   j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

   a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

   b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;

   d. individual, couple, family, group, and community strategies for working with
and advocating for diverse populations, including multicultural competencies;

e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

a. theories of individual and family development and transitions across the life span;

b. theories of learning and personality development, including current understandings about neurobiological behavior;

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

d. theories and models of individual, cultural, couple, family, and community resilience;

e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;

f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

h. theories for facilitating optimal development and wellness over the life span.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

a. an orientation to wellness and prevention as desired counseling goals;

b. counselor characteristics and behaviors that influence helping processes;

d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
f. a general framework for understanding and practicing consultation; and

g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

   a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

   a. historical perspectives concerning the nature and meaning of assessment;

   f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

   g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

   e. the use of research to inform evidence-based practice; and

   f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

VII. Changes in the course syllabus may occur based on such concerns as the availability of resources, illness, university or departmental calendar of activities, or other circumstances that may arise. Changes will be made at the earliest possible time. *** Due to three class periods being lost to holidays [the equivalent of 9 hours] and nature and scope of course materials to be covered, the class will be requested to schedule two make-up class periods.

VIII. Accommodations: Students with a disability are requested to notify the instructor during the first two weeks of class to implement appropriate learning accommodations. Documentation for learning accommodations recommended by the University of Florida’s Office for Disability Services is requested. The office is located on the first floor of Reid Hall and the phone number is 392-8565.
IX. Religious holidays: Please notify the instructor two weeks prior to the observance of a religious holiday so appropriate adjustments can be made for fulfillment of course responsibilities.

X. Textbooks:


Additional readings will be required to fulfill various assignments associated with the course learning objectives. It is the student’s responsibility to research and utilize institutional and personal libraries, Internet, and other resources to acquire and represent these sources. Full citation of original and secondary sources is expected.

XI. Assignment due dates: Assignments are due during the periods designated for the course to meet. Overdue work will be deducted the equivalent of one letter grade each day tardy (Monday through Sunday).

XII. Attendance: Attendance during class periods is necessary for an optimal learning experience for oneself and peers. Unexcused absence the equivalent of more than three class sessions will result in the loss of a full letter grade. It is expected each person will make an effort to come to class prepared to participate. Punctuality and active participation in discussion enhances the learning environment for everyone.

XIII. Learning environment: Student involvement in the learning process is important. Respect of one’s peers, different opinions and backgrounds is expected. Classroom participation will be considered a component of graded evaluation. As this course meets three hours, once weekly, periodic breaks will be given during each session. *University policy prohibits food and beverages within the classroom*. **Cell phones and electronic paging devices** are to be silenced during class times. Students serving on emergency call are to notify the instructor.

XIV. Evaluation of written materials: Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA (6th Edition) writing and publication guidelines. Projects comprised of multiple pages are to be stapled. You are encouraged to retain a copy, either in hard copy or electronic/digital format, of all work submitted for review. Work will be evaluated for style, content, grammar, spelling, and syntax.

XV. Small group assignment: The ability to work in small groups is an integral aspect of this course. Consistent participation, shared assumption of responsibility, and cooperative presentation of the group assignment are expected.
XVI. Evaluation of Course Components:

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<thead>
<tr>
<th>Evaluated Area</th>
<th>Percent of Total</th>
<th>Points of 200</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>30</td>
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<tr>
<td>Annotated Bibliography</td>
<td>15%</td>
<td>30</td>
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<td>Interview Response Paper</td>
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<td>Initial Exam</td>
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<td>Summative Exam</td>
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<td>Project Oral Presentation</td>
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<tr>
<td>Written Treatise/Training</td>
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Grade Assignment by Points and Letter Grade

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<td>B+</td>
<td>182 – 185</td>
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<td>B</td>
<td>174 – 181</td>
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<tr>
<td>C+</td>
<td>168 – 173</td>
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<td>C</td>
<td>156 – 167</td>
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XVII. Written Assignments

**Annotated Bibliography** - An annotated bibliography consisting of 10 reference resources. The bibliography is to consist of both current and benchmark materials. No more than 4 of the articles reviewed may come from non refereed electronic journals. All citations must be consistent with the *American Psychological Association* (6th Edition) citation standards. Please arrange for an electronic copy of the bibliography to be provided for course participants. No two students will be researching the same topic.

Course participants will choose from one of the following subject areas to be approved by the instructor: 1. Disability issues; 2. Suicide (Select a specific age cohort such as adolescent, college aged, mid-life, elderly); 3. Enactment of the Advanced Declaration (Living Will); 4. Post-trauma symptomatology; 5. Current treatment of PTSD; 6. Multicultural concerns in crisis intervention; 7. The role of spirituality/religion in adaptation to trauma; 8. Bereavement – normal vs. complicated; 9. Caregiver fatigue; 10. Trends in victimology; 11. Survivor/victim issues associated with one of the following categories: homicide, domestic battery, relationship violence including stalking, sexual assault as adult or child, hate crimes; 12. Emergency medical and public safety intervention models; 13. DSM-IV-TR diagnosis categories and related issues; 14. Disaster response (agencies and models); 15. Assessment of trauma history and impact of events; 16. Intervention and treatment outcome studies; 17. Impact of trauma on early childhood; 18. Public/private school intervention models;
XVIII. Visit and Interview Response Paper - A paper of no more than 2 pages to summarize your visit to a trauma/crisis intervention service provider in the area. The paper should review such topics as: types of services provided, organizational structure, training and certification/licensure requirements of personnel, types of stress experienced in the profession, peak seasonal stress periods, work hours, and services provided to the staff to attenuate fatigue. A copy of your follow up letter of appreciation to the interviewee is to be attached to your paper. Prior approval by the instructor is needed to assure that course participants are not interviewing the same personnel and to increase the diversity of exposure to community resources. Possible agency sites include but are not limited to: Peaceful Paths, Meridian Crisis Stabilization Unit, Alachua County Crisis Center, Shands E.R. Social Work, Alachua County Fire Rescue Services, American Red Cross Disaster Management – Local chapter, U.F. Crisis Response Team, S.F.C.C. Trauma Response Team, State’s Attorney Rape and Crime Victim Advocates Program, U.F.P.D. Victim’s Advocate, Alachua County CISD Resource Team, University of Florida Counseling Resource Network, Shands at U.F. Emergency Room, North Florida Regional Hospital Emergency Room, U.F. Counseling and Wellness Center, Gainesville Police Department, Alachua County Sheriff's Office, Public School Safety Officer.

XIX. Examinations - Two exams will be administered. An initial exam will cover history, concept definitions and the biological and neurological responses to trauma. The second exam will cover topics related to foundation theories, and models associated with trauma and crisis intervention and related skills. The exams will consist of short answer as well as contrast and compare responses and application of the student’s original ideas about the subjects addressed. The citation of original sources will be required by name and year only.

XX. Group Project and Oral Presentation: Groups will be assigned to research, plan, and implement an oral presentation on a topic related to the course content. Subject matter and makeup of the groups are to be approved by the instructor. It is expected each group will have 50 minutes in which to make a presentation on their project. Use of audio, visual, and other electronic media is encouraged. Provision of handout materials summarizing the group work and findings is expected for distribution to each course participant. Both didactic and experiential teaching strategies are encouraged. In the event material incorporated in the presentation is psychologically or otherwise emotionally arousing, please see the instructor to plan that appropriate steps are taken to prepare the course participants. Announcement of the presentations and invitation for attendance will be provided the Counselor Education Department, Counseling Psychology Department, and Counseling and Wellness Center.

XXI. Written Project or On-Line Training Certification:

Option A: A paper between 10 and 12 pages in length, not including the reference section on a topic approved by the instructor is to be submitted. The subject focus of the annotated bibliography may be used. The paper is to follow APA publication guidelines (6th Edition). A bibliography is required. Arrange for an electronic copy to be provided the instructor, which will
in turn be distributed to class members. The written work will be evaluated by the course’s writing standards. The paper shall include an introduction of the subject matter, pertinent research and associated outcome studies and application to the profession.

**Option B:** A student may choose to successfully complete 4 on-line FEMA National Incident Management System [NIMS] ICS courses. The NIMS Incident Command System courses are offered on-line at no cost to the participant. The 4 NIMS courses vary in the time required to complete [generally between 1 to 2 hours each]. For FEMA certification and to meet the requirements of this class, each course requires successfully completing an exam at the end. A student selecting this option must provide the instructor in either electronic or written format, the certification of completion provided by FEMA and a two page reflection paper on the relevance of such training to the counseling profession and crisis intervention function. The courses required are:

- IS-100.b or IS-100.HE - Introduction to the Incident Command System
- IS-200.b - ICS for Single Resources and Initial Action Incidents
- IS-700.A - National Incident Management System (NIMS), An Introduction

Access to the courses can be found on-line at: [http://www.fema.gov/emergency/nims/NIMSTrainingCourses.shtm](http://www.fema.gov/emergency/nims/NIMSTrainingCourses.shtm)

**Grading:**

- The successful completion of IS-100 and IS-200 and reflection paper will earn the equivalent of a C grade in the assignment [31 of 40 points]
- The successful completion of IS-100, IS-200 and IS-700 and reflection paper will earn the equivalent of a B grade in the assignment [35 of 40 points]
- The successful completion of IS-100, IS-200, IS-700 and IS-800 and reflection paper will earn the equivalent of an A in the assignment [37 of 40 points]

**Note:** Students already holding in part or whole these certifications are not eligible for this option. No partial credit for incomplete courses will be provided. The on-line training is to be done as an individual. While the exams can use FEMA course notes, no student is to rely upon any resources [in person or otherwise] to successfully compete the FEMA course(s).

**Option C:** A student may choose to complete the The Office of Minority Health, Department of Health and Human Services (DHHS) National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health Care Standards on-line course. The goal of this program is to improve access to care, quality of care, and health outcomes for survivors of disaster; it helps disaster mental health personnel ensure that all people affected by a disaster receive equitable, effective services in an appropriate manner. These Standards are organized into three Themes and focus on eliminating racial and ethnic health disparities and on improving the health of all Americans.

The Cultural Competency Curriculum for Disaster Preparedness and Crisis Response (CCC-DPCR) translates the CLAS Themes into four courses:
Go to the following URL to review course content and register for the course:
https://www.thinkculturalhealth.org/ccdpcr/

Grading:
• The successful completion of Courses 1 and 2 and reflection paper will earn the equivalent of a C grade in the assignment [31 of 40 points]
• The successful completion of Courses 1, 2 and 3 and reflection paper will earn the equivalent of a B grade in the assignment [35 of 40 points]
• The successful completion of Courses 1, 2, 3 and 4 and reflection paper will earn the equivalent of an A in the assignment [37 of 40 points]

**Note:** A student selecting this option must provide the instructor in either electronic or written format, the certification of Course completion provided by The Office of Minority Health, Department of Health and Human Services and a two page reflection paper on the relevance of such training to the counseling profession and crisis intervention function.

**Option D:** A student may opt to complete the National Child Traumatic Stress Network on-line training for Psychological First Aid. The PFA online course includes a 6-hour interactive course that puts the participant in the role of a provider in a post-disaster scene. This professionally-narrated course is for individuals new to disaster response who want to learn the core goals of PFA, as well as for seasoned practitioners who want a review. This project was funded by SAMHSA, NCPTSD, NACCHO, and HHS Office of the Surgeon General, Office of the Civilian Volunteer Medical Reserve Corps. The course can be accessed at:
http://learn.nctsn.org/course/category.php?id=11 Participants will need to create an account and register for the course. A certificate of completion be needed as evidence of satisfactory completion of the course requirement.

XXII. Class Schedule:

Please note that text reading and material available on the course Web page are denoted by an ‘***’ on the date to be presented in class.

**I. History of Field and Physio/Neurological Response to Trauma**

**August**

**26:** Introductions, Orientation, Annotated bibliography and group topic assignments, Trauma history, Multicultural aspects of course content; QPR suicide prevention training.
September

2: History and theoretical foundations: James Chapters 1 and 2; Article by Frank M. Ochberg (Available on the www at http://www.giftfromwithin.org/html/trauma.html
*** Maslow’s Hierarchy of Needs; Crisis Definitions, Crisis Algorithm, Historical Developments, Caplan’s Paradigm, BASIC-ID model and Case studies

*** Enroll and provide evidence of successful completion of on-line Baker Act [Introductory Module] at: http://www.bakeracttraining.org/

And the relevant Sexual Harassment Training: [For Students not employed by UF] go to: http://www.ufsa.ufl.edu/students/sh/onlinetraining.shtml and [For students employed in any capacity with UF including grad TA, research assistants, residence life staff, etc] go to: http://www.hr.ufl.edu/eeo/training.htm

9: People in crisis – An overview of the cognitive, affective, behavioral and neurological sequelae associated with trauma: Rothschild (BR) Part 1; James chapter 1;
*** Hierarchy of elements in crisis, Strategies for integration of crisis, Individual responses to crisis, Neuropsychology of trauma, Organization of the Central Nervous System, Categories of memory, HPA Axis normal, HPA Axis trauma, Integrative model, Problem-solving model; Brain systems, Effects of extreme stress, Lobes of Cortex and Neo Cortex, Neurons, Normal cognitive process, Processing of traumatic stimuli

II. Theories and Models of Intervention

16: Crisis Intervention: Models for intervention; James Chapters 2 and 3; *** Principles of psychological first aid [PFA]; NOVA Crisis Response Model, Stages of impact model, Basic ID model, Multimodal dimensions, Dixon model, FIRST model, SAFE-R model, SAFE-R model in chart, Green’s Crisis Intervention Model; DEEP-SFA model of crisis intervention [This class session will include 1 ½ hours of PFA and NOVA training]

23: *** Exam on history, concept definitions and biological/neurological response to trauma *** Assessment and skills building (Case simulation exercises)

30: Grief and loss as trauma: A multidimensional perspective; Trans-generational trauma; Death notification. James chapter 11; *** Complicated mourning, R processes, Post death relationship impact, Death notification  Annotated bibliography due***

October

7: Mental Status Exam and Behaviors to Harm: typology, assessment, and intervention: James chapter 7. This session will incorporate skills training and role-play. *** Lethality scale, Suicide and homicidal assessment and intervention, Survivors of suicide

21: Crisis from disaster: typology and intervention modalities; The function and types of individual, group and community interventions. *** ARC disaster recovery model, Advanced preparation for disaster response, ARC emotional impact of disaster, Scope of disasters; TRT intervention model, Incident intervention for higher education setting, Response incident intervention

28: *** Summative Exam (Take Home) *** Skills review, case study and table top simulations

III. Special Topics of Crisis Intervention

November

4: **** (Homecoming) Alternative date to be decided**** Victimization and violence – sexual assault, partner violence and hostage taking, Crisis in the school setting: The person and society; James chapters 8, 9, 11 and 12; Participant review of the literature

Visitation/Interview Report Due

11: **** (Veterans Day Holiday) Alternative date to be decided**** Legal and ethical aspects of crisis intervention; State laws and statutes pertaining to Baker Act and voluntary hospitalization; [On-Line Baker Act Training at: [http://www.bakeracttraining.org/](http://www.bakeracttraining.org/)]; Certification and Professional Development; James chapter 15; Self-Care of the Responder; Case simulations; [Groups 1 and 2; Case simulations]

18: Group presentations. Case simulations and skills building activities

25: *** Thanksgiving Holiday

December

2: *** Group presentations: Course summary*** Written Project Due ***
Instructor's Resource Bibliography

The following materials are used as resources in the preparation for lectures and class activities. They are available for review by course participants.


