

Northern Kentucky University
College of Health and Human Services
 Graduate Program in Counselor Education

COU 622 Crisis Intervention in Schools (3 Credits)
Spring 2020, Mondays 6:15-9:00pm
MEP 292

Course Description: This course focuses on preparing students in: (a) crisis preparation and response and (b) clinical intervention with children and adolescents.

Required Texts:

Jennings, P. A. (2019). *The trauma-sensitive classroom: building resilience with compassionate teaching*. New York: W. W. Norton & Company. ISBN: 9780393711868

Kerr, M. M. (2019). *School Crisis Prevention and Intervention (2nd edition)*. Long Grove, IL: Waveland Press, Inc. ISBN: 1-4786-3404-90

***Note:** Additional readings will be assigned via Canvas.

Instructor: Jennifer Sharp, Ph.D., NCC

Office Location: MEP 203F

Office Hours: By appointment

Phone: 859-572-6125

E-mail: sharpj8@nku.edu Email is best way to reach me. If you do not receive and an out of office message and I have not responded within 24 during the regular workweek (Monday-Friday), I invite you to send a follow up email.

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Student Evaluation Criteria & Course Assignments

Evaluation Criteria: You are able to receive a total of 250 points in this course.

Topic Presentation	30
Topic Group Evaluation	10
Creative Coping Spotlight	20
Emergency Plan	50
Emergency Plan Presentation	40
Emergency Group Evaluation	25
Reflection Papers	<u>75 (25 each)</u>
Total Points	250

Course Assignments

Topic Presentation: Students will be assigned to small groups. Each small group will develop a presentation designed to introduce the class to an assigned topic (e.g., depression, self-injury, homelessness, questioning sexuality, bullying, abuse). Presentations should range from 12-15 minutes. All groups will consult with Dr. Sharp at least one week prior to their presentation to get feedback on their presentation. Additional details will be provided in class.

Creative Coping Spotlight: Students will share a creative, reflective, and/or arts-based strategy for reducing stress or engaging in self-care. This is an informal activity designed to promote class well-being, to range from approximately 5-15 minutes. Students will consult with Dr. Sharp at least one week prior to their spotlight time.

Emergency Plan: Students will be given a school-based crisis situation and be responsible for developing an emergency response plan to effectively navigate that crisis. Additional details will be provided in class.

Emergency Plan Presentation: Students will present their emergency response plan to the class. Additional details will be provided in class.

Reflection Papers: You will complete three reflection papers in which you articulate your reaction to course material. Reflection paper prompts will be posted on Canvas.

Assignment Format and Submission: All assignments are to be submitted via Canvas unless otherwise indicated. If Canvas is not functioning, you may submit your assignment via email directly to the instructor.

Scoring Guides: Scoring guides will be discussed in class and posted on Canvas for course assignments.

Grading Scale:

Graduate Plus – Minus scale

Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	70-76.99	2.00
F	0-69.99	0

Course Policies

Commitment to Optimal Learning for All Students: In the College of Education and Human Services we believe that our individual differences can deepen our understanding of one another and the world around us rather than divide us. I, as the instructor of this class, value people of all races and ethnicities, genders and gender identities, religions and spiritual beliefs, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities. As the instructor, I strongly encourage everyone to share their rich array of perspectives and experiences, but to do so in a way that is respectful of others. Our discussions are opportunities for each of us to challenge underlying assumptions about our beliefs as we advance our knowledge, skills, and dispositions as professionals in our chosen discipline. I reserve the right to intervene in discussions/communication between and among students if the atmosphere begins to appear hostile or aggressive in any manner. My role as instructor is to ensure a classroom environment that is optimal for the learning of all students. If you feel your differences may in some way isolate you from our class community or if you have a need for any specific accommodations, please speak with me early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Policy on Late Assignments: Late assignments may be accepted at the discretion of the instructor, and are likely to be granted in the event of illness, hospitalization, or death of a loved one. Students are responsible for contacting the instructor as soon as possible to make alternate arrangements and request an extension.

Non-Attendance Policy Relating to Financial Aid: NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance. Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Attendance Policy and Final Grade: Interactional learning cannot be duplicated outside the classroom. Students missing more than 2 classes without medical or other documentation

cannot receive an A; students missing more than 3 classes without medical or other documentation cannot receive a passing grade.

Cell Phone Policy: All cell phones need to be set to silent and stored during the duration of class. Cell phone usage in class is considered disengagement. In the event of attending class while a family emergency/crisis/urgent situation may warrant disruption, students are asked to notify the instructor prior to the start of class if they are unable to follow this policy for a class session.

Student Honor Code: This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at <http://deanofstudents.nku.edu/policies/student-rights.html#policies> .

Grading Appeal: Please see the Code of Student Rights and Responsibilities Section V: Academic Policies & Processes for any final grade appeal. The specifics of the process are detailed in subsection G: Student Academic Grade Appeal.
<https://inside.nku.edu/scra/information/students/rights-responsibilities.html>

Accommodations Due to Disability: The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

Inclement Weather Policy: NKU may have closures or delays in response to inclement weather. Please check the NKU website and register for email/text notifications, as that is the best indicator of whether class will convene. Unless the university is officially closed, class will meet.

Credit Hour Policy Statement: In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

Course meetings: 3 hours x 15 sessions	= 45.0 Hours
Assigned Readings: Approx. 5 hours per week	= 75.0 Hours
Reflection Papers (3x2 hours each)	= 6.0 Hours
Topic Project & Presentation	= 10.0 Hours
Emergency Plan & Presentation	= 20.0 Hours
Total	156

Observance of Religious Holidays & Class Attendance: NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

NOTE: The Internet is an extension of the classroom. As such, the decorum and professionalism expected of you in class extends to all postings (e.g., on Canvas, Facebook, etc.) made regarding the course or its content. I expect that you will extend the same courtesy to your fellow students on the Internet as you do in class. Feel free to disagree with the ideas expressed, but work to keep the discussions polite and focused on course ideas.

Student Evaluation of Instructor & Course

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to

participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two-week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations, go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware that:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Flexibility Clause: This syllabus should be regarded as a tentative document and subject to change. Any changes to the syllabus or course structure will be announced in class. Because students will be held accountable for any changes in the syllabus, it is incumbent upon students to attend class meetings on a regular basis.

Tentative Course Schedule

Date	Course Session Topics	Readings
1/13 Week 1	Introduction to the course, Syllabus review	Read syllabus

	Self-care, Stress, Burnout & Counselor Energetics	
1/20 Week 2	Stress, Trauma & Burnout	Read: Articles on Canvas “preparing for 1/27 class” Reflection 1 Due Jan 26
1/27 Week 3	Occupational Hazards of Trauma Work Impact of Trauma, Trauma responses, Posttraumatic growth	Read: Articles on Canvas “preparing for 1/27 class”
2/3 Week 4	Understanding Trauma and Chronic Stress, Identifying what Trauma looks like in School	Read Trauma-Sensitive Classroom (TSC) Chp 1 & 2 Listen to Scarcity Trap podcast on Canvas
2/10 Week 5	Crisis Response Strategies: Building Supportive Relationships, Utilizing Core Counseling Skills	Read TSC Part II & Chp 3
2/17 Week 6	Crisis Response Strategies: Promoting Autonomy, Fostering Safety, Intro to Polyvagal Theory	Read TSC Chp. 4 & 5 Reflection 2 Due Feb 23
2/24 Week 7	Crisis Response Strategies & Techniques: Building Resilience & Cultivating Mindfulness In class: Special Topics group work	Read TSC Part III, Chp 6 & 7
3/2 Week 8	Crisis Response Strategies: Cultivating Compassion & Interrupting Cycles of Judgment, Shame & Othering	Read TSC Chp 8 & 9
3/9	No class meeting--Spring Break	
3/16 Week 9	Special Topics in Schools Introduction to System-wide Crisis Prevention & Intervention	Read Kerr & King Chp 1 & 2 Topic Presentation Due
3/23 Week 10	Special Topics in Schools School-Based Crisis Preparation : Preparing for & Communicating during a Crisis	Read Kerr & King Chp 3 & 4 Topic Presentation Due
3/30 Week 11	School-Based Crisis Preparation & Response : Responding to Suicidal Behavior & Violence	Read Chp. 5 & 6 Reflection 3 Due 3/29

4/6 Week 12	Crisis Intervention in Schools: Preparing for & Responding to Disasters	Read Chp 7
4/13 Week 13	Crisis Intervention in Schools & Postvention, After the Crisis: Steps for Recovery	Read Chp. 8 & 9
4/20 Week 14	Supporting School Crisis Responders: Revisiting Burnout & Compassion Fatigue, Course Reflections	Read Chp. 10
4/27 Week 15	Integration & Application: Emergency Plan Presentations	Emergency Plan & Presentation Due
5/4 Exam Week	Integration & Application: Emergency Plan Presentations	

Students will have knowledge of:	CACREP ¹	Class Assignments	Cross-curricular experiences
counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c	Emergency plan; topic presentation; readings	COU 601, 675, 674, 602, 690, 691, 692, 693
strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Reflection papers; creative coping spotlight; readings	COU 601, 640, 650, 675, 674, 642, 690, 691, 692, 693
self-care strategies appropriate to the counselor role	2.F.1.l	Creative coping spotlight; reflection papers; readings	COU 601, 640, 650, 675, 600, 674, 602, 575, 690, 691, 692, 693
systemic and environmental factors that affect human development, functioning, and behavior	2.F.3.f	Topic presentation; emergency plan; readings	COU 620, 660, 670, 650, 675, 674, 642, 673
effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.F.3.g	Emergency plan; readings	COU 620, 674, 621
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i	Creative coping spotlight; readings	COU 620, 630, 600, 621, 642, 673
counselor characteristics and behaviors that influence the counseling process	2.F.5.f	Reflection papers; readings	COU 640, 641, 650, 675, 600, 674, 642, 673, 690, 691, 692, 693
developmentally relevant counseling treatment or intervention plans	2.F.5.h	Emergency plan; readings	COU 640, 641, 675, 671, 621
evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j	Emergency plan; readings	COU 641, 674, 621, 642
strategies to promote client understanding of and access to a variety of community-based resources	2.F.5.k	Emergency plan; topic presentation; readings	COU 641, 674, 673
suicide prevention models and strategies	2.F.5.l	Readings; Emergency plan	COU 641, 660, 674
crisis intervention, trauma-informed, and community-based	2.F.5.m	Readings; Emergency plan; Topic presentation	COU 674, 673

strategies, such as Psychological First Aid			
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c	Readings; Emergency plan; topic presentation	COU 601, 650, 660, 671, 674, 621, 642
procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d	Topic presentation; Emergency plan; readings	COU 601, 650, 660, 671, 674, 621, 642
identification of evidence-based counseling practices	2.F.8.b	Readings; Emergency plan	COU 640, 670, 675, 680, 671, 674, 621, 642
models of school-based collaboration and consultation	5.G.1.d	Readings; Emergency plan	COU 654
school counselor roles in school leadership and multidisciplinary teams	5.G.2.d	Readings; Emergency plan	COU 602, 692, 693
school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	5.G.2.e	Emergency plan; topic presentation	COU 675
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g	Emergency plan; topic presentation; readings	COU 620, 670, 602, 621
legal and ethical considerations specific to school counseling	5.G.2.n	Readings	COU 601, 602, 692, 693

CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

¹CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016 Standards