

Special Topics in Clinical Counseling

CSD 5400B-001
Tuesday 1:00-3:30PM
Fall 2018

Dr. Angela M. Yoder

E-mail: amyoder@eiu.edu

Office Hours: M (12-2) T (3:30-5:30pm) W (2-3p) & by appt.

Phone: 217-581-2400

Cell Phone: 217-821-2012

Course Description: CSD 5400B covers supervision and crisis theory, practice, and counseling. This course is designed to help counselors relate research and theory to practice.

Course Objectives. Students will:

1. Understand the impact of crisis and trauma on individuals with mental health diagnoses. (CACREP Standard 5.C.2.f)
2. Understand the impact of biological and neurological mechanisms on mental health. (CACREP Standard 5.C.2.g)
3. Become familiar with the principles of clinical supervision.
4. Understand ethical/legal considerations in supervision.
5. Be introduced to theories and practices of counselor supervision.
6. Compare and contrast various supervision modalities and theories.
7. Articulate a preferred theory of supervision, linking theory and practice.
8. Become familiar with principles of crisis intervention and prevention models for cross-cultural groups.
9. Identify biopsychosocial impact of traumatization on human development and human functioning.
10. Become familiar with assessing, diagnosing, and treating individuals with a history of neglect, trauma, disaster exposures, and suicide ideation.
11. Articulate differentiations between diagnosis and developmentally appropriate reactions using current models of trauma and crisis interventions.
12. Identify strategies for counselor self-care when working with trauma.

Required Texts

Bernard, J., & Goodyear, R. (2009). *Fundamentals of clinical supervision* (5th ed.). Upper Saddle River, NJ: Pearson Education.

Dass-Brailsford, R. (2007). *A practical approach to trauma: Empowering Interventions*. Thousand Oaks, CA: SAGE.

Additional readings posted on Desire2Learn

Method of Instruction: Students are exposed to the educational process via class dialogue, presentations, papers, consultation, experiential activities, and websites related to counseling.

Due Date Policy: Written assignments are to be turned in on time. Points will be deducted each day that the assignment is not submitted.

Technological Competence: Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

Academic Integrity: Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Please review this by the 2nd class period. Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an “F” in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1).

Questions and Grievances: Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact this instructor and the Coordinator of the Office of Student Disability Services (OSDS) as soon as possible. All accommodations must be approved by OSDS. Also, please make an appointment to speak with me so that I can assist you in learning the material in the way that is most effective for you. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302

Disclosure statement:

In the first half of the semester, the materials we will be covering are often emotionally charged with graphic details, images, sounds, and profound loss. It is imperative that you monitor yourself for your reactions to the material for these reasons:

- ❖ You may experience feelings of shock, disbelief, and disorientation as you hear details about crisis situations. It is necessary that we cover actual details so that you might have an opportunity to experience your reactions in an environment that is a learning one, not a crisis venue, so that you may have an opportunity to process your reactions in an immediately supportive environment.
- ❖ Material may trigger traumatic stress reactions from previous life experiences. It is very important that you realize these trigger events and have an established self-care plan for coping with these NORMAL REACTIONS. If you do not, you may be vulnerable to loss of therapeutic boundaries with clients. Seeing a counselor is suggested for self-care and to practice therapeutic boundaries.
- ❖ If at any time, the materials/topics are too intense for you, you will need to pace yourself and communicate your needs to me.

Grading Scale: The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

Student Evaluation:

Assignment	Points	Due
Participation/Professional Disposition	25 points	Weekly
*Participation is not the same thing as attendance		
Theory of Supervision	75 points	11/13
Professional Development Presentation	30 points	11/27, 12/04 or 12/11
Crisis Reflection	50 points	09/25
Weekly Quizzes	50 points	Weekly
Total: 230		

Requirements

1. **Participation/Professional Disposition.** ALL students are expected to maintain a professional disposition and participate in class discussions and small group work designed to create a cooperative learning environment. I cannot give you points if you are not in class. If you believe you will miss more than one class, you may want to consider taking the course at another time. If you meet criteria for an excused absence (*see instructor for possible approval*), you may submit a 5 page paper written about the topics missed on that class day. Please note that participation is not the same thing as attendance. PLEASE COME AND SEE ME WITH ANY PROBLEMS YOU ARE HAVING.
2. **Quizzes(CACREP standards 5.C. 2. f, and g):** Quizzes will be given throughout the semester to encourage full investment in learning the course material. While more than 10 quizzes will be given, only the top 10 scores will be counted toward your grade. Format will be short answer, T/F or multiple choice questions.
3. **Theory of Supervision Paper :** Outline your preferred model of supervision in a 6 to 8 page paper (of content). At a minimum describe:
 - The theory that fits you and components you would alter/add to fit your counseling style
 - Address supervisory roles from this theoretical perspective.
 - Describe how this theory incorporates (or lacks) multiculturalism in supervision and the influence relationships (or lack) have in the supervision process.
 - Explain how you would adapt your model to counselors who are at various roles of development from your chosen theoretical perspective.
 - Outline an evaluative component to supervision for both your supervisee and yourself.
 - In this section include how and when you would evaluate your supervisee, both formative and summative.
 - Describe how and when you would have your supervisee evaluate you (formative and summative).
 - Include specific tools that you would use and explain why you plan to use them.

- As an appendix, include a professional disclosure statement. This document includes information designed to educate potential supervisees regarding your qualifications as a supervisor. It should include information relevant to your education and background, ethics followed, purpose of supervision, theory or model used, expectations for both you and the supervisee, and limitations. Some professionals blend this with a supervision contract and that is permissible for this assignment. If not blended with the professional disclosure statement, please provide a supervision contract as well. Each document should be no more than one page in length unless you blend them together. Please see examples in your textbook and notes from class to guide your work.

*A **minimum of 5-7** references is expected and APA style is required.

4. **Professional Development Presentation (CACREP 5.2.c.f and g):** Students will pair up and select a topic from the crisis section (total number of a group should not exceed 3 people). The presentation should be 30-40 minutes long and designed to enhance skills, awareness, and knowledge of working within the aftermath of a trauma. Pick a population to whom you would like to present, such as parents, clinicians, community members, etc (it may not be counselors-in training). You are required to present information, promote dialogue, and facilitate learning for the selected group as you would in the work force. Provide the instructor with a copy of the handout, references, and power point/Prezi if used. A **minimum** of five academic resources required.

Inform the audience of:

- An overview or background on the topic area. Define the topic, provide some background to the issue, and include statistics regarding current prevalence rates
- How the topic influences client, friends, family, and community (according to the topic).
- Explain developmentally and culturally appropriate reactions.
- Discuss strategies used in past (by teachers, counselors, parents, etc.) to help teach, work, or understand this group of individuals. Include what research indicates as effective.
 - Suggested strategies/techniques discussed may include resources within the school, parenting information, or community resources, etc.
- Ensure information is presented clearly, in a logical order and done so in a manner that allows the individuals to digest what you are telling them (***not just lecture***).
- The material presented should match your focus group. The individuals may or may not know anything about this topic so provide some background and basic information. The main focus should be on educating the group on how to work with the particular population identified, specific interventions, and/or how the person can be used as a resource.
- **Handout:** Include a professional handout/brochure which YOU DEVELOP (Do NOT cut and paste info) that summarizes all the pertinent information in the presentation for your classmates. Your handout should include your references and information that will assist other professional counselors in working with these individuals (this is the **MOST** important part). Your colleagues should be able to pick up this handout/brochure many years from now & know exactly what to do, so BE SPECIFIC.

- Include a list of credible references (Please do not “google.” Instead use academic and scholarly references which may be found on the library home page).

5. **Crisis Reflection** (CACREP Standard 5.C.2.f and g): Reflect on your own perceptions of crisis/trauma counseling. In this 6 to 7 page paper on self-reflection, answer the following:

- Pick a model of crisis counseling that you is a good match for you as a professional counselor and describe *it in detail*. It is acceptable to write this paper in 1st person style.
 - Include what you like and do not like about the model and if you would integrate anything from another model.
 - Include what research says this model is most effective in treating (such as PTSD, community trauma, etc.)
- What do you believe will be the challenges and rewards of crisis counseling? Include your rationale, as well as your personal reflections.
- What traumatic event or issue will be most difficult for you to counsel through and what might you do to prepare yourself?
- How might you prevent vicarious trauma or compassion fatigue?
 - What will you do for self-care in the aftermath of a trauma or hearing about an experience from a client? Design a **specific** self-care plan to include all aspects of wellness: physical, emotional, mental, and spiritual.
 - How will you hold yourself accountable for this self-care plan?

*A **minimum of 5** credible references are expected and APA style is required.

TENTATIVE SCHEDULE

Date	Topic	Readings/Assignments	CACREP
08/21	Introduction Overview of Trauma & Crisis Counseling Principles of Crisis Intervention	Dass-B Ch. 1 Five Principles, 2001	5.C.f
08/28	Models for Trauma Counseling and Psychological First Aide	Dass-B Ch. 3 and 5 Everly, 2000 PFA: pgs 5-10, 13-15, 19, 23-24, 57-62, 77-89	5.C.f 5.C.g
09/4	Biopsychosocial Impact of Crisis and Trauma with Adults and Children	Dass-B Ch. 8 and 9 Children's Reactions, 2001	5.C.f 5.C.g
09/11	Neurosequential Model of Therapeutics Interpersonal Violence Treating and Assessing PTSD	Perry Reading Van der Kolk Reading Dass-B Ch 2 and 10 Monk-Turner, 2010 Hodges & Myers, 2010	5.C.f 5.C.g
09/18	Guest Speaker Trauma-Focused CBT		
09/25	Community Trauma and Treatments Prevention/Empowering Intervention Trauma Assessments Guest Speaker	Dass-B Ch. 4, 6 and 7 Briere & Elliott, 1997 Hawkins & Radcliffe, 2005 Crisis Paper Due	5.C.f 5.C.g
10/02	Treating Political Refugees, Terrorism, and Natural Disasters	Dass-B Ch 11, 12, 13	5.C.f 5.C.g
10/09	Trauma and Self-Care	Dass-B Ch. 14 Jenkins et al., 2010	5.C.f 5.C.g
10/16	Nature and Principles of Supervision Evaluation and Organizing the Supervision Experience	Bernard Ch. 1 Bernard Ch. 6 and 10	
10/23	Ethics Legal Issues Webinar- Clinical supervision 201 Ethical dilemmas & other clinical challenges	Bernard Ch. 11 https://www.naadac.org/clinical-supervision-201---ethical-dilemmas-and-other-challenges OR https://www.naadac.org/clinical-supervision---keys-to-success	

10/30	Supervisory Relationships Models: Psychotherapy, PC	Bernard Ch. 2 and 4 Milliren et al., 2006 (recommended)	
11/06	Supervision Models: Developmental/Social Roles Models	Bernard Ch. 2 (continued)	
11/13	Supervision Interventions: Individual, Triadic, & Group	Bernard Ch. 3, 7, 8 Lawson et al., 2009 (recommended) Theory of Supervision paper due	
11/20	Thanksgiving break- No class		
11/27	Presentations		5.C.f 5.C.g
12/04	Presentations		5.C.f 5.C.g
12/11	Presentations		5.C.f 5.C.g

Protocol for Evaluating Theory of Supervision (75 pts)

Criteria	Points					
Use of the English Language and APA (e.g., grammar, spelling, sentence structure, punctuation AND margins, headings, title page, font size & style, references, running head, citations) Comments:	0	2	4	6	8	10
Organization and Clarity (e.g., intro and conclusion, thesis statement, clarity of rationale throughout document) Comments:	0	1	2	3	4	5
Overview of Theory (e.g., explained, goodness of fit, alterations, supervisor role(s)) Comments:	0	4	8	12	16	20
Influencing Factors (e.g., relationship, multicultural factors) Comments:	0	1	2	3	4	5
Development Adaptation (e.g., what need altered based on development of counselor) Comments:	0	1	2	3	4	5
Evaluation (e.g., for counselor and for supervisor; tools named, included, and explained) Comments:	0	4	8	12	16	20
Disclosure statement (e.g., education, ethics, theory, expectations, limitations) Comments:	0	2	4	6	8	10
Total Points						<u> /75 </u>

Protocol for Evaluating Professional Development Presentation (30 pts)

Criteria	Points					
Application (Project is application based, useful for colleagues, info may be used by colleagues) Comments:	0	2	4	6	8	10
Content (background, history, definition, stats, influence, cultural/developmental reactions) Comments:	0	2	4	6	8	10
Strategies (e.g., used in the past, research, effective, resources) Comments:	0	1	2	3	4	5
Handout (e.g., highlights, usable, citation of APA style, credible references) Comments:	0	1	2	3	4	5

Total Points ____/30__

Protocol for Evaluating Crisis Reflection (50 pts)

Criteria	Points					
Use of the English Language AND APA style (e.g., grammar, spelling, sentence structure, punctuation AND margins, headings, title page, font size & style, references, running head, citations) Comments:	0	2	4	6	8	10
Organization and Clarity (e.g., intro and conclusion, thesis statement, clarity of rationale throughout document) Comments:	0	1	2	3	4	5
Model of Crisis Counseling (e.g., model that most fits, description, integration, effectiveness) Comments:	0	3	6	9	12	15
Challenges and Rewards (e.g., , rewards/challenges with rationale) Comments:	0	1	2	3	4	5
Difficulty and Overcoming (e.g., most difficult to work through and how to prepare) Comments:	0	1	2	3	4	5
Method of Self-care (e.g., compassion fatigue, prevent vicarious trauma, self-care plan, accountable) Comments:	0	2	4	6	8	10
Total Points				____/50		