



## Graduate Course Syllabus

### COU 680: Prevention and Intervention of Crisis and Trauma

Center: Online

#### Course Prerequisites

Advisor registration required

COU 650

#### Course Description

Explore various forms of crisis, trauma, and disaster that may impact the lives of clients across the lifespan, as well as intervention and treatment methods that are commonly used. Gain exposure to counseling strategies for triaging immediate or recent events as well as long-term and chronic conditions that may hinder individuals and communities.

#### Course Outcomes

- Assess the various types of crises and trauma and their corresponding symptomatology to inform case conceptualization
- Evaluate the factors that contribute to experiences of crisis and trauma in clients to inform treatment approaches
- Determine appropriate resources to support clients experiencing symptoms of trauma
- Evaluate trauma-informed treatment approaches and interventions for a variety of crisis situations to inform a counseling session
- Create a self-care plan to support personal well-being when working with trauma-impacted clients

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

*Crisis Intervention: A Practical Guide*

A. A. Cavaiola, J. E. Colford

SAGE

2018

ISBN: 978-1-5063-2238-4

*Publication Manual of the American Psychological Association*

American Psychological Association

### **Bongo**

The following equipment will be needed to complete the Bongo activities in this course:

- Mac or PC desktop or laptop (not a mobile device or tablet)
- Webcam
- Microphone

For more detailed technical requirements, refer to [this document](#).

### **Diversity, Equity, and Inclusion**

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

## Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Start Here Assignment	1	5	5
Discussions	5	30	150
Intervention Papers	6	45	270
Journals	2	30	60
Week Two Knowledge Check	1	20	20
Week Eight Knowledge Check	1	30	30
Q&As	2	30	60
Week One ePortfolio Setup	1	5	5
Final Project One	1	200	200
Final Project Two	1	200	200
			<b>Total Course Points: 1,000</b>

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

## Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

## Weekly Assignment Schedule

Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each week.

For more detailed information, review the [comprehensive syllabus](#).

### Concept One: The Impact of Trauma and Crisis on the Counselor

Week One	<p>Start Here Assignment</p> <p><a href="#">Trauma Counseling: Theories and Interventions</a>, Chapters 31 and 32</p> <p>1-1 Journal: Challenging Topics</p> <p>1-2 Video Discussion: Reflection on Self-Care Step 1</p> <p>1-3 Assignment: Trauma Toolbox ePortfolio Setup</p> <p>1-4 ePortfolio Tasks and Reminders</p>
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### Concept Two: Fundamentals of Applied Crisis and Trauma Intervention

Week Two	<p><i>Crisis Intervention: A Practical Guide</i>, Chapters 1 &amp; 2</p> <p><a href="#">Trauma Counseling: Theories and Interventions</a>, Chapter 1 and Chapter 4 (pp. 59–62)</p> <p>2-1 Knowledge Check: Trauma History, Concepts, and Intervention Models</p> <p>2-2 Video Discussion: Trauma Impact on the Brain</p> <p>2-3 ePortfolio Tasks and Reminders</p>
Week Three	<p><i>Crisis Intervention: A Practical Guide</i>, Chapters 4 and 5</p> <p><a href="#">Crisis and Disaster Counseling</a>, Chapters 9 and 10</p> <p>3-1 Intervention Paper: Children in Crisis</p> <p>3-2 Video Discussion: Spiritual and Cultural Considerations</p> <p>3-3 ePortfolio Tasks and Reminders</p>
Week Four	<p><i>Crisis Intervention: A Practical Guide</i>, Chapter 3</p> <p><a href="#">Trauma Counseling: Theories and Interventions</a>, Chapters 28 and 30</p> <p>4-1 Intervention Paper: LAPC Model</p> <p>4-2 Video Discussion: Reflection on Self-Care Step 2</p> <p>4-3 ePortfolio Tasks and Reminders</p>

### Concept Three: Working With Specific Crises and Traumas

Week Five	<p><i>Crisis Intervention: A Practical Guide</i>, Chapters 10, 12, and 13</p> <p>5-1 Intervention Paper: Bereavement and Grief</p> <p>5-2 Video Discussion: Mental Health and Psychiatric Crises</p> <p>5-3 ePortfolio Tasks and Reminders</p>
Week Six	<p><i>Crisis Intervention: A Practical Guide</i>, Chapters 8 and 9</p> <p>6-1 Intervention Paper: Sexual Trauma</p> <p>6-2 Video Journal: Reflection on Self-Care Step 3</p> <p>6-3 ePortfolio Tasks and Reminders</p>
Week Seven	<p><i>Crisis Intervention: A Practical Guide</i>, Chapter 11</p> <p>7-1 Video Q&amp;A: Suicide Assessment</p> <p>7-2 Intervention Paper: Homicide Assessment and Risk Factors</p> <p>7-3 ePortfolio Tasks and Reminders</p>

Week Eight	<i>Trauma Counseling: Theories and Interventions</i> , Chapter 26 8-1 Intervention Paper: Working with a Disaster 8-2 Knowledge Check: Psychological First Aid 8-3 ePortfolio Tasks and Reminders
Week Nine	9-1 Final Project One: Trauma Toolbox 9-2 Final Project Two: Case Conceptualization 9-3 ePortfolio Tasks and Reminders

#### Concept Four: Final Reflections and Future Training Opportunities

Week Ten	10-1 Video Q&A: Reflection on Course 10-2 ePortfolio Tasks and Reminders
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#### CACREP Alignment Map

Week 1:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
1-1 Journal: Challenging Topics		CO5	PO3	Week 1 Journal Rubric
1-2 Video Discussion: Reflection on Self-Care Step 1	2.F.1.k.; 2.F.1.l.; 2.F.3.i.; 5.C.2.b.	CO5	PO3	Bongo Discussion Rubric
1-3 Assignment: Trauma Toolbox ePortfolio Setup Assignment		CO3	PO7	Pass/Fail
1-4 ePortfolio Tasks and Reminders				Not Graded
Week 2:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
2-1 Knowledge Check: Trauma History, Concepts, and Intervention Models	2.F.3.g.; 5.C.1.b.; 5.C.2.b.	CO1; CO2	PO3	Quiz
2-2 Video Discussion: Trauma Impact on the Brain	2.F.3.e.; 2.F.3. g; 5.C.1.b; 5.C.2.g.; 5.C.2.j.	CO2	PO3	Bongo Discussion Rubric
2-3 ePortfolio Tasks and Reminders				Not Graded
Week 3:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
3-1 Intervention Paper: Children in Crisis	2.F.3.g.; 2.F.5.m.; 2.F.7.d.; 2.F.8.b.; 5.C.2.b.; 5.C.3.b.	CO4	PO5	Week 3 Intervention Paper Rubric
3-2 Video Discussion: Spiritual and Cultural Considerations	2.F.5.d; 5.C.2.j.	CO2	PO3	Bongo Discussion Rubric
3-3 ePortfolio Tasks and Reminders		CO3	PO7	Not Graded
Week 4:	CACREP Standard(s)	Course Objective(s)	Program Outcome(s)	Assessment
4-1 Intervention Paper: LAPC Model	2.F.3.g.; 2.F.5.m.; 2.F.7.d.; 2.F.8.b.; 5.C.2.b.; 5.C.3.b.	CO4	PO5	Week 4 Intervention Paper Rubric

4-2 Video Discussion: Reflection on Self-Care Step 2	2.F.1.k.; 2.F.1.l.; 2.F.1.m; 2.F.3.i.	CO5	PO3	Bongo Discussion Rubric
4-3 ePortfolio Tasks and Reminders				Not Graded
<b>Week 5:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
5-1 Intervention Paper: Bereavement and Grief	2.F.3.g.; 2.F.5.m.; 2.F.8.b.; 5.C.2.b.; 5.C.3.b.	CO4	PO5	Week 5 Intervention Paper Rubric
5-2 Video Discussion: Mental Health and Psychiatric Crises	2.F.3.g; 2.F.5.m.; 2.F.8.b.; 5.C.2.b; 5.C.2.c.; 5.C.2.f; 5.C.3.b.	CO4	PO5	Bongo Discussion Rubric
5-3 ePortfolio Tasks and Reminders		CO3	PO7	Not Graded
<b>Week 6:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
6-1 Intervention Paper: Sexual Trauma	2.F.3.f.; 2.F.3.g; 2.F.5.m.; 2.F.8.b.; 5.C.2.b.; 5.C.3.b.	CO4	PO5	Week 6 Intervention Paper Rubric
6-2 Video Journal: Reflection on Self-Care Step 3	2.F.1.k, l; 2.F.3.i.	CO5	PO3	Week 6 Journal Rubric
6-3 ePortfolio Tasks and Reminders		CO3	PO7	Not Graded
<b>Week 7:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
7-1 Video Q&A Prompt: Suicide Assessment	2.F.5.g.; 2.F.5.l.; 2.F.7.c.; 5.C.2.b.; 5.C.3.b.	CO1	PO3	Week 7 Video Q&A Rubric
7-2 Intervention Paper: Homicide Assessment or Risk Factors	2.F.3.f.; 2.F.3.g; 2.F.5.m.; 2.F.7.c.; 2.F.8.b.; 5.C.2.b.; 5.C.3.b.	CO4	PO5	Week 7 Intervention Paper Rubric
7-3 ePortfolio Tasks and Reminders		CO3	PO7	Not Graded
<b>Week 8:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
8-1 Intervention Paper: Working with a Disaster	2.F.3.f.; 2.F.3.g; 2.F.8.b.; 5.C.2.b.; 5.C.3.b.	CO4	PO5	Week 8 Intervention Paper Rubric
8-2 Knowledge Check: Psychological First Aid	2.F.1.c.; 2.F.5.k.; 2.F.5.m.; 5.C.2.b.; 5.C.2.c.; 5.C.3.a.	CO4	PO5	Quiz
8-3 ePortfolio Tasks and Reminders		CO3	PO7	Not Graded
<b>Week 9:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
9-1 Final Project One: Trauma Toolbox	2.F.1.c.; 2.F.1.k.; 2.F.1.l.; 2.F.3.g; 2.F.5.m.; 2.F.8.b.; 5.C.2.b.; 5.C.2.c.; 5.C.3.a; 5.C.3.b.	CO3; CO5	PO7; PO3	Final Project One Rubric
9-2 Final Project Two: Case Conceptualization	2.F.3.f; 2.F.3.g.; 2.F.5.g.; 2.F.5.h.; 2.F.5.j.; 2.F.5.m; 2.F.7.d.; 2.F.7.e.;	CO1; CO2	PO3	Final Project Two Rubric

	5.C.2.d.; 5.C.2.f.; 5.C.2.g.; 5.C.3.a.; 5.C.3.b.			
9-3 ePortfolio Tasks and Reminders				Not Graded
<b>Week 10:</b>	<b>CACREP Standard(s)</b>	<b>Course Objective(s)</b>	<b>Program Outcome(s)</b>	<b>Assessment</b>
10-1 Video Q&A: Reflection on Course		CO3; CO5	PO7; PO3	Week 10 Video Q&A Rubric
10-2 ePortfolio Tasks and Reminders	2.F.1.k.; 2.F.1.l.; 2.F.8.b.			Not Graded

### Course Participation

Course participation is required within the first week of the term for all online courses. *Participation* in this context is defined as completing one graded assignment during the first week of the course. Otherwise, students will be administratively removed for nonparticipation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course after the first week and who do not officially withdraw will receive a grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. See the [course withdrawal policy](#) and the [full attendance policy](#) for further information.

### Late Assignments

Students who need extra time may submit assignments (excluding discussion board postings) up to one week after the assignment due date. Discussion board submissions will not be accepted for credit after the deadline except in extenuating circumstances.

- A penalty of 10 percent of the total value of the assignment will be applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted.
- Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students must submit all assignments no later than 11:59 p.m. (in their own time zone) on the last day of the term. No assignments are accepted after the last day of the term unless an incomplete has been submitted. See the [incomplete grades policy](#).

There may be times an instructor makes an exception to the late assignment policy. Instructors may accept late work, including discussion board posts, with or without prior arrangement.

- Exceptions to the late policy on these grounds are left to the instructor's discretion, including whether the late penalty is applied or waived. Students should not assume that they will be allowed to submit assignments after the due dates.
- If an instructor finds that they are unable to determine whether an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect the student's privacy. In these cases, students should file a [Student Concern Dispute form](#) to have the circumstances reviewed.

If a student is experiencing (or knows they will experience) a circumstance, including pregnancy, that is protected under the Americans with Disabilities Act or Title IX, they are encouraged to contact the [Online Accessibility Center \(OAC\)](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all deadlines established through the OAC.

### **Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted the [ADA/504 Grievances Policy](#) (version 1.2 effective October 16, 2017), providing for prompt and equitable resolution of complaints regarding any action prohibited by Section 504 or the ADA.

For further information on accessibility support and services, visit the [Disability and Accessibility Services](#) webpage.

### **Academic Integrity Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **Withdrawal Policy**

Review the [full withdrawal policy](#).

### **Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).