CNS 739  
Advanced Skills and Crisis Management  
Fall 2011

**Class Meets:** Mondays, 4:30-7, 108 Tribble Hall

**Instructor:** Philip Clarke MS/EdS, NCC, LPC  
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**Office Hours:** Mon: 1-4, Tues: 1-3, Fri: 1-4  
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**Texts:**


Other supplementary articles as assigned

**Course Description:** This course focuses on expanding the development of your counseling skills (as begun in CNS 737), with a particular emphasis on the knowledge, skills, and awareness needed to work effectively with clients who may be in crisis. To better assist your clients in the future, this course will also place a high priority on each student’s ability to develop a greater sense of self-awareness and introspection. As a central element of counseling and specifically crisis intervention is sitting with, holding, and tolerating intense emotional experiences, this course will enhance your own ability to experience, and assist others in experiencing, a full range of human emotions.

**Course Objectives:** This course has two primary and related objectives: I) To further develop your overall existing counseling skills; and, II) To provide specific training in managing crisis situations within a counseling setting.

I. *Advanced Counseling Skills*

A. Students will continue to learn and practice counseling microskills, including the following:

- Attending  
- Minimal Encouragers  
- Opening and Closing  
- Challenging Skills  
- Active Listening  
- Goal Setting  
- Invitational Skills  
- Providing Feedback  
- Reflecting Skills  
- Paraphrasing  
- Reflecting Feelings  
- Confrontation
B. Students will develop an awareness of the implications of counselor and client characteristics and their effect on the helping process (i.e., age, gender, culture, verbal and nonverbal behaviors, ethical and legal issues, capabilities, developmental level, etc.). \textbf{G.5.b.}

C. Students will learn to deepen their awareness of themselves and the influence of their own thoughts, feelings, and behaviors on the counseling process and relationship. \textbf{G.5.b.}

D. Students will learn the conditions under which particular theoretical models and techniques can be utilized most effectively. \textbf{G.5.d.}

E. Students will demonstrate the ability to conduct an effective counseling interview. \textbf{G.5.c.}

F. Students will develop increasing awareness of importance of developing and maintaining relationships with other human service providers. \textbf{G.1.b}

\textbf{II. Crisis Management}

A. Students will gain an understanding of the basic theories of crisis intervention. \textbf{G.5.g.}

B. Students will understand how to conduct appropriate assessments in crisis situations, demonstrate knowledge of the effects of crisis on persons of all ages/developmental levels, will be able to demonstrate effective intervention skills, and will learn strategies for assessing the effectiveness of their interventions. \textbf{G.3.c.}

C. Students will become particularly skilled in conducting a suicide risk assessment, developing specific interventions related to suicide, and consider the effects of completed suicide on others. \textbf{G.5.g.}

D. Students will develop awareness of the roles of the counselor within a larger crisis management team during local, regional, and/or national crises. \textbf{G.1.c.}

\textbf{Accommodations/Disability Statement:}
Wake Forest University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor and the Learning Assistance Center (LAC) at the beginning of the
Electronic Communication Devices:
Due to the experiential nature of this class, no note taking on computers is permitted. All other electronic devices must also be turned off before class. I will try to remind you to turn off your cell phones (or put them on vibrate), pagers and computers at the beginning of class. However it is your responsibility to turn off pagers, cell phones, computers, and all electronic communication devices before class and keep them off during class.

Confidentiality and Classroom Behavior:
Due to the course involving personal exploration and personal growth issues, it is imperative that this course become a safe space for that exploration. To that end, students are expected to practice classroom confidentiality: In other words, whatever is discussed in the classroom is expected to remain in the classroom (with the exception of what you choose to tell others about what you talked about). Students are also expected to remain respectful during any class discussions.

Multicultural awareness is a core component of the course. Students come from various cultures and it is expected that this classroom experience will be a safe and respectful environment for everyone. While it is expected that there will be value differences among students, respectful discussion and communication is the professional manner to address differences of opinion.

Academic Integrity:
Students are expected to complete all work for this course in compliance with the WFU honor code. If you are unfamiliar with this policy, you should consult the Judicial Affairs website at http://www.wfu.edu/studentlife/judicial/students.html. All work handed in for this course must be the student’s own work. When writing or presenting about ideas that are not your own, you must properly cite the author(s). Note: Failure to give credit to other people for their ideas and work is plagiarism and is a violation of the WFU honor code and will result in a grade of 0 for that assignment along with other potential penalties.

Assignments: All assignments are to be handed in on time during the beginning of class on the day that they are due. And all assignment submissions must be hard copies (not email attachments). Assignments that are handed in late will be docked two points for each actual day they are late. For example, an assignment worth 20 points that is handed in two days late will automatically be docked four points. If you arrive late for class with the assignment, the assignment is considered late. Assignments more than 3 days late will not be accepted, and the student will receive a zero for the assignment. Late assignments will not be accepted without documentation of an excused absence. If you are absent on the day an assignment is due, it is still your responsibility to make alternative arrangements in order to turn it in on time (via email or instructor’s mailbox before the start of class). All formal written assignments must be typed in 12-point, Times New Roman font, with 1” margins, and double-spaced unless otherwise indicated. Any and all outside sources used on writing assignments should be cited and referenced. APA style references are preferred (a copy of the APA Publications Manual should
be available in the library). Cover pages and reference pages are not counted toward fulfilling the required page length.

Class Participation: Given both the nature of the material we will be covering class attendance and active participation is essential. You are permitted to have one unexcused absence (please contact me if you will be late or unable to attend a class meeting a class meeting). **Two points will be deducted from your final grade for every additional unexcused absence.** *Chronic late arrivals or leaving early will result in deductions from your participation grade.* I do encourage each of you to take on the challenge of gaining a deeper understanding of yourself and your emotions throughout your experiences in this course. Doing so will ultimately improve your ability to work with individuals in crisis. Along these lines a large portion of this course being experiential. I invite you to bring in your challenging and/or successful clinical situations and present them during our class discussions. In addition to developing greater counseling knowledge, awareness, and skills, I hope we can assist one another in developing the ability to gain access to and sit with our own intense emotional experiences. I will bring my own clinical experiences, as well as outside media (podcasts, film, music, etc.) to aid in the learning experience and will encourage the class to engage in case consultation around these various examples.

10% of your final grade

Counseling Videos:
Core: 1.j; 3.f; 5.a.b.c.d.
A videotape/DVD of your counseling skills will be submitted during the course of the semester to demonstrate the acquisition of the counseling skills we have been covering. Prior to the taping, you will be given a guide regarding the specific counseling skills that should be demonstrated in your session.

This video should be 30 minutes in length, and completed with a 2nd year classmate (it is my suggestion that you do not choose your “best friend” in the class as that can make the session more complicated, and that you give yourself plenty of time for practice). This video should demonstrate basic counseling skills including: attending, listening, responding, empathy, use of silence, reflection of feelings, reflection of meaning, challenging (as appropriate), and use of self.

You will be asked to be very familiar with the tape that you submit. On the due date of the video (see below) you will also be asked to submit a minimum 4 page analysis of the overall session with equal attention paid to the client and yourself.

30% of your final grade

Video and analysis due: November 14

Crisis Article Review:
Core: 1.a.b.c.d.f.j; 3.a.c.d.f.h; 5.a.b.c.d.e.g; 8.a.e.
Each student will choose a special topic (type of crisis and/or type of population), and find and review a seminal scholarly article on this topic (3-5 pages). **Due October 31st.**

20% of your final grade
Reflection Journal (4):
Core: 1.a.b.c.d.i.j; 2.e; 3.a.b.c.d.e.f.h; 5.a.b.c.d.e.f.g.
The reflection journals are an opportunity for you to reflect on course readings, class discussions, role plays, or any of your own life events that are relevant to this course and the topics we discuss. By nature of the work involved, being an effective counselor requires a healthy awareness of yourself and of the dynamics that you bring into the relationship you develop with your clients. I hope that this series of journal entries will provide you the opportunity to gain a greater understanding of these factors. The journals should be at least 3 pages long. They will be graded on a five point scale, with scoring based on the quality and quantity of self-reflection that is evidenced in your paper. In other words, I do not want you to simply state back to me the topics covered in the readings or class discussions.
20% grade for this section of the class.

Case Study:
Core: 1.b.e.j; 3.a.c.d.f.h; 5.a.b.c.d.e.g; 7.b.f; 8.e.
The purpose of this assignment is to give students the opportunity to integrate and apply their learning about Crisis Management and Advanced Counseling Skills by creating a written response to a case study involving a client in crisis. You will be presented with a case study involving a crisis situation. You will be presented with the case on November 14th and the response should be a minimum of 3-4 pages with a discussion of advanced helping skills used to facilitate the crisis counseling process, a treatment plan with goals and objectives, addressing safety and supports, use of resources, etc. You must work independently on this project, thus you cannot consult with your peers. These will be further outlined in the assignment rubric. The assignment is due on December 5th.
20% grade for this section of the class.

Grading Scale:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<td>B-</td>
<td>80-83</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<td>F</td>
<td>Below 70</td>
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Tentative Course Schedule
Date Topics Assignments Due

9/5  Intros; Review Basic Skills: Emphasis on Empathy, Reflection of Feeling
     Young, Ch 7

9/12 Use of Silence, Immediacy Reflection of Meaning; Challenging.
      Due: Young, Ch 8-10

9/19 Assessment, Goal Setting and Solution Skills
      Due: Young, Ch 10-12


Journal #1
Suggestion: Begin outside practice for developing a counseling tape

9/26  Skills Review and Practice
Due: No new readings due. Work on Counseling Tapes

10/3  Client Conceptualization and Curative Factors
Due: Young Ch 14; Article as assigned in class

10/10 Using Advanced Counseling Skills and Crisis Counseling/Crisis Theory, Dimensions of Crisis Assessment
Due: Collins Ch1-3

Journal #2

10/17 Suicide Assessment and Intervention
Due: Collins 4-5; Article as assigned in class

10/24 Cont. Suicide Assessment and Intervention
Due: Article as assigned in class

10/31 Illness and Death
Due: Collins Ch 9-10
Journal #3
Article Review Due

11/7 Sexual Assault, Relationship Violence
Due: Collins Ch 6-7

11/14 School-Based Crisis
Due: Collins Ch 12; Article as assigned in class
Skills Tape Due at the Beginning of Class
Case Study Scenario Distributed by Instructor

11/21 Larger-Scale Crisis
Due: Collins Ch 13; Article as assigned in class
Journal #4

11/28 Self-care and Burnout
Processing and Closure
Due: Collins Ch 14

12/5 De-briefing and TBD
Due: Case Study