

**K-STATE UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF SPECIAL EDUCATION, COUNSELING, & STUDENT AFFAIRS**

**EDCEP 860: Trauma & Crisis Counseling  
Summer 2024**

**Instructor Information**

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**Course Description**

This course is designed to help counselors work with individuals, families, or groups who have experienced trauma, crisis, and suicide. This course focuses on the understanding of crisis events, crisis responses, and crisis counseling for individuals responding to crises in their immediate aftermath, and sometimes months or years later. Providing knowledge and skills that will lead to competent and effective crisis counseling by professional counselors in schools and mental health settings is the major focus of this course with additional attention to assessments of risk. Intervention strategies and models for developmental and situational crisis situations as well as, disaster trauma will be discussed. Physiological and psychological reaction to stress, the continuum of crisis response, diagnosis and lethality, and specifics of various crises will be discussed.

**KSU College of Education Vision**

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

**KSU College of Education Mission**

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

**KSU College of Education Conceptual Framework**

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

- I.) *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
- II.) *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
- III.) *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
- IV.) *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
- V.) *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

### Required Reading Materials (Textbooks):

James, R. K. & Gilliland, B. E. (2013). *Crisis intervention strategies (8<sup>th</sup> Ed)*. Brooks/Cole, Cengage Learning, Belmont, CA. ISBN: 978-1305271470

### Recommended Books:

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2012). *Trauma Focused CBT for children and adolescents: Treatment applications*. The Guilford Press.

Edelman, H. (2020). *The aftergrief: Finding your way along the long arc of loss*. Ballantine Books.

Jackson-Cherry, L. R. & Erford, B. (2018). *Crisis assessment, intervention, and prevention (3<sup>rd</sup> ed.)*. Pearson.

Perry, B. D., & Szalavitz, M. (2006). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook. (What traumatized children can teach us about loss, love, and healing)* Basic Books.

Perry, B. D. & Winfrey, O. (2021). *What happened to you?: Conversations on trauma, resilience, and healing*. Flatiron Books.

Van Der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

The recommended texts above are for those students who wish to have additional resources or resources specific to the field. You are not required to buy these textbooks, but some of the material presented may be from these sources.

### Course Intended Learning Objectives

The following table outlines the learning objectives for this course along with the CACREP 2016 standards addressed within each objective. At the completion of this course, students will be able to:

Learning Objectives	CACREP Standard(s)	Assignments Projects Assessments
Develop knowledge and understanding in how the stages of development may impact the effects of trauma and crisis.	2, F: 3, g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	Readings/Ppt lecture review Emergency/Crisis Plan report Quizzes/Final Exam

Demonstrate awareness of how to assess risk of suicidal ideation and strategies to intervene	2, F: 5, l. suicide prevention models and strategies	Readings/Ppt lecture review Emergency/Crisis Plan report Quizzes/Final Exam Experiential activities
Develop knowledge and understanding of crisis theory and development of crisis assessment and intervention models.	2, F: 5, m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Readings/Ppt lecture review Emergency/Crisis Plan report Quizzes/Final Exam Experiential activities
Discuss and demonstrate knowledge of ways to address concerns of trauma and crisis: how to identify and report	2, F: 7, d. procedures for identifying trauma and abuse and for reporting abuse	Readings/Ppt lecture review Discussion Boards Quizzes/Final Exam Experiential activities
Develop effective crisis interventions using a developmental- ecological approach.	5, G: 2, e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	Readings/Ppt lecture review Emergency/Crisis Plan report Quizzes/Final Exam

### Counseling Program Key Performance Indicator(s)

KPI CES 7 (skill): Students will be able to conduct assessments of risk including suicide, danger to others, self-inflicted harm, and the presence of mental health disorders

KPI 7 Assessment(s): *See: crisis/emergency plan assignment*

### Methods of Instruction

Based on constructivist and experiential teaching approaches, the following methods will be utilized throughout the semester: synchronous/asynchronous lecture, virtual/remote platforms for content delivery, experiential assignment completions, group processing through virtual platforms and online discussion boards. This course will be taught online in an asynchronous format. All students will be required to familiarize yourself with the Canvas learning platform that Kansas State University utilizes.

The content of this course is based on crisis and trauma issues, all students should arrange for proper support should any personal issues be triggered during the learning of content. Some assignments are experiential in nature to prepare students for professional work and may also trigger any unresolved issues. Students need to be aware of their own concerns prior to this course.

**Communication Notice:** The most efficient way to reach me is through **EMAIL**. Please allow *at least a 24-hour turn-around on all emails*, Sunday through Thursday. It usually will not take that long to respond, but due to other teaching and university-related duties, it is not always possible to respond to queries within a few minutes. Friday and Saturday are typically research/writing days and time for self-care, so emails on those days may take 48 hours before attended too.

Note: The way in which you **communicate** and **present yourself** when writing to your professors is **extremely important**. When you write to a professor, you should view it as a professional exchange. How you choose to interact conveys your level of seriousness and professionalism. It not only affects how your professor views you, but it also determines how much time they are going to take to deal with your issues. If you come off as rude, clueless, or irresponsible, then it will affect how your professor responds. This will have consequences for how the professor interacts with you and possibly also how they evaluate you. As with any professional interaction, it is in your best interest to be respectful, polite, and courteous when communicating with professors. Your emails, and the words you use, are a reflection of you and your attitudes. That being said, **I would like to be addressed as Dr. Dinkel**.

**Student to Student Communication:** You will communicate with fellow classmates throughout the course. Types of communication may include discussions using discussion posts, a synchronous meeting via Zoom, and interactive commenting within Google Apps for peer-review purposes. Always be respectful when sharing opinions, beliefs, and ideas with your classmates. Your post will be visible to me and your classmates, therefore choose your words wisely and think before you post. Your contributions are a direct reflection of you and the reputation you choose to uphold and

present. Although you may not always agree with the opinion, belief, or idea of your classmates, you must always be respectful when engaging in dialogue.

### **Professional Identity Statement**

According to 20/20: A Vision for the Future of Counseling, (ACA, 2022), the definition of counseling is: “*a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.*”

As a counselor-in-training you have embarked upon a challenging journey to develop yourself into a professional counselor. This is an occupation that requires a professional commitment unlike any other; it requires strong professional identity, leadership and advocacy for all people and populations, and critical attention to life and death issues.

Counselor development is accomplished through basic course content, sound counseling skills, and opportunities to demonstrate professional, ethical, and legal awareness. Opportunities to demonstrate self-awareness through self-reflection are required throughout your program and career.

As a counselor-in-training your job is to grow, learn, and demonstrate appropriate professional dispositions, including personal self-awareness and wellness that allows you to best serve your clients and/or students with nonmaleficence and beneficence.

### **Evaluation Plan:**

Your final grade will be determined by the total number of points that you have earned throughout the semester. The various ways in which you can earn points are listed below:

### **COURSE REQUIREMENTS:**

Students are required to:

1. Complete all class assignments by their due dates. Late assignments are not accepted unless you can communicate your need prior to the due date, and it is of a critical nature and not just that you didn't have time. (Documentation may be required for excused “absences”)
2. Read all assigned readings (texts, scans/handouts, and/or powerpoints).
3. Complete the ACE assessment to assess your own crisis/trauma history and write a reflection of the experience and what you learned about yourself. This will include describing your expectations and fears about taking a trauma and crisis course, based on your findings of the ACE assessment.
4. Emergency Plan: according to projected site of professional engagement. Students will research and obtain the emergency/crisis management policy for a site pertinent to your program track or interest in future employment (school counselors: school, clinical mental health: private agency, psychiatric hospital etc.). Students will complete a 2-4 page paper summarizing the steps they will be required to take if they were to be working at the site. This will include a step-by-step description of how to conduct an assessment of risk pertaining to the crisis present. An introduction of the emergency will be required to explain the context of the steps you would take if you were applying the crisis policy to the experience.
5. Respond to discussion board questions – Student will respond to each question individually with an original post. In addition, students will respond to at least **one group member (per question)**. The original posts should be posted by Sunday at 11:59PM so that responses can be completed by the following Tuesday at 11:59PM. Discussion board prompts will be used for additional readings during the semester. (not each week).
6. Weekly quizzes will be open book, open notes review of material. Each week there will be a voiceover powerpoint/video to review the weekly reading assignments. Your comprehension of the chapter readings will be demonstrated through completion of the graded quizzes each week. Each chapter will have a quiz correlated to that chapter, the weeks where there are 2 chapters to review, there will be 2 quizzes. Each quiz will be 10 true/false & multiple-choice questions and will be open for 3 hours once

you begin. The quiz will be available for the week of the chapter reading assignment, opening on Monday and closing the following Sunday at 11:59PM.

7. During the semester there will be experiential activities, possibly utilizing videos, scenarios, or real-world experiences. You will be required to adapt (learning to be flexible in crisis situations is critical) and complete the assignment as described at the time.
8. Final Exam: One final exam will consist of 30 questions (all taken from the weekly quizzes). [20 multiple choice questions (worth 4 points each) and 10 true/false questions (worth 2 points each).]

COURSE EVALUATION	Total number of assignments	Total points
Self-Assessment & reflection paper for ACE (assessment included in assignment & files)	1	100
Weekly Quizzes	17 chapters x 20 points each	340
Crisis/Emergency Plan Report	1	150
Discussion Board Prompts/Responses	8 posts + 8 responses = 15 points each	240
Experiential Activities	5 x 14 points each	70
Final Exam	1	100
<b>Total Points</b>		<b>1000</b>

The minimum number of points for each grade is listed below:

A= 900 points

B= 800 points

C= 700 points

D= 600 points

F= less than 600 points

### Rubric(s)

#### Crisis/Emergency Plan report

	Possible Points	Below Average <i>Indicates a lack of any knowledge</i>	Average <i>Demonstrates recall of knowledge</i>	Above Average <i>Demonstration of synthesis of knowledge and skill</i>
Introduction and description of site, populations effected by trauma/crisis. Impact of developmental stages of the population	___/40	<20	21-32	33-40
Approaches regarding suicidal and/or homicidal ideation as a part of the crisis plan	___/40	< 20	21-32	33-40
Explanation of crisis plan including: assessments and interventions	___/70	< 35	36-62	63-70
<b>TOTAL</b>	/150			

### Course Schedule (Tentative)

Date/Session/Class Meeting/Module	Preparation for Class	Topics Covered	Outcome/Product/Performance Due (Assignments)
Session 1	Introduction Review of Syllabus	Course content and expectations	ACE survey and reflection report
Session 2	Ch 1 History Ch 2 culturally effective helping	History & DEI	<b>Quiz 1 &amp; 2</b> <i>Experiential Activity: video/scenario response</i>

Session 3	Ch 3 intervention & assessment models Ch 4 tools of the trade	Assessments & Tools	<b>Quiz 3 &amp; 4</b> <i>DB: reading “. . . raised as a dog”</i>
Session 4	Ch 15 Legal & Ethical Issues on Crisis of Trauma	Laws & ethics	<b>Quiz 5</b> <i>DB: reading “Body Keeps the Score”</i>
Session 5	Ch 5 crisis case handling Ch 6 telephone & online crisis counseling	Crisis & phone/online	<b>Quiz 6 &amp; 7</b> <i>Emergency/Crisis Plan</i>
Session 6	Ch 7 PTSD	PTSD	<b>Quiz 8</b> <i>Experiential Activity: video/scenario response</i>
Session 7	Ch 8 Crisis of Lethality	SI & HI	<b>Quiz 9</b> <i>Experiential Activity: video/scenario response</i>
Session 8	Ch 12 Personal Loss: Bereavement & Grief	Grief	<b>Quiz 10</b> <i>DB: reading “Aftergrief”</i>
Session 9	Ch 13 Crises in Schools	School Settings	<b>Quiz 11</b> <i>DB: reading TF-CBT</i>
Session 10	Ch 10 Partner Violence	Violence & Families	<b>Quiz 12</b>
Session 11	Ch 11 Family Crisis Intervention	Violence & Families	<b>Quiz 13</b> <i>DB: listening “Meaning of MC”</i>
Session 12	Ch 9 Sexual assault	Sexual Assault	<b>Quiz 14</b> <i>DB: reading “What Happened to You?”</i>
Session 13	Ch 14 Violent Bx in Institutions	Institutional Settings	<b>Quiz 15</b> <i>Experiential Activity: video/scenario response</i>
Session 14	Ch 16 Human Service Workers in Crisis	Self-Care	<b>Quiz 16</b> <i>DB: viewing Invisible Scars</i>
Session 15	Ch 17 Disaster response	Disasters	<b>Quiz 17</b> <i>DB: reading: Earthquake-2014</i>
Session 16	Review/reflect	Wrap-up	<i>Experiential Activity: video/scenario response</i>
Session 17	Final exam	Wrap-up	<i>due 11:59PM</i>

## Kansas State University Information

### Statement Regarding [Academic Honesty](#)

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

### Statement Regarding [Students with Disabilities](#)

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning,

executive functions, and mental health. You may register at the [Student Access Center](#) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center  
[accesscenter@k-state.edu](mailto:accesscenter@k-state.edu)  
785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator  
[jarowe@k-state.edu](mailto:jarowe@k-state.edu)  
785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

#### *Statement Defining Expectations for Classroom Conduct*

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

#### *Statement on Mutual Respect and Inclusion in K-State Teaching and Learning Spaces*

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State [Principles of Community](#).

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the [Student Ombudsperson Office](#). Violations of the [student code of conduct](#) can be reported using the [Code of Conduct Reporting Form](#). You can also report [discrimination, harassment or sexual harassment](#), if needed.

### *Statement Regarding Discrimination, Harassment, and Sexual Harassment*

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment, as outlined by [PPM 3010](#).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's [Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with [Lafene Counseling and Psychological Services \(CAPS\)](#). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. OIE also provides a [comprehensive list of resources](#) on their website. If you have questions about non-confidential and confidential resources, please contact OIE at [equity@ksu.edu](mailto:equity@ksu.edu) or (785) 532-6220.

### **Statement on Mental Health**

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse.

If you are struggling with these issues, do not wait to seek assistance.

Language for Kansas State Manhattan Campus:

Kansas State University [Counseling and Psychological Services](#) offers free and confidential services to assist you to meet these challenges.

[Lafene Health Center](#) has specialized nurse practitioners to assist with mental health.

The [Office of Student Life](#) can direct you to additional resources.

[K-State Family Center](#) offers individual, couple, and family counseling services on a sliding fee scale.

[Center for Advocacy, Response, and Education \(CARE\)](#) provides free and confidential assistance for those in our K-State community who have been victimized by violence.

Language for Kansas State Salina Campus:

The Kansas State Salina Counseling Services offers free and confidential services to assist you to meet these challenges.

The Kansas State Salina Office of Student Life can direct you to additional resources.

[The Kansas State Salina Campus](#) offers several services for students, including health services, counseling, and academic assistance.

Language for Global Campus/K-State Online students:

K-State Online students have free access to mental health counseling with [My SSP](#) - 24/7 support via chat and phone.

The [Office of Student Life](#) can direct you to additional resources.

*Syllabus SUBJECT TO CHANGE-A course syllabus is not a contract and may be changed if the professor deems appropriate.*