Course Description: The aim of PRE 896 is to provide advanced training in Crisis and Disaster Counseling to graduate students in the helping professions. The goal is to provide students with the foundation, knowledge, and skills to effectively help those in crisis, whether that be personal crisis (such as suicide, violence, abuse, drugs, grief, etc.) or community crisis (such as natural disasters, school shootings, etc.). To that end, lectures, discussions, and presentations will provide a review of the current theoretical and research literature on crisis/disasters and crisis/disaster response, use a practical skill-building approach to develop competencies in crisis work, teach practical techniques to help people learn from crisis experiences and move toward change and growth, emphasize multicultural competency in the aftereffects of crisis/disasters, and cover the spiritual dimensions of healing to encourage discussion on grief and mourning. More specifically, practical guidelines, specific intervention strategies, treatment principles, legal and ethical responsibilities, and self-care regarding crisis work also will be discussed.

Required Texts:

Suggested Texts:

Assignments and Grade Weights:
1. Attendance and Participation (25%): Given the important and intense nature of this course, your attendance is required and expected. Also, because of the Seminar nature of the course, you will all be expected to participate regularly and thoughtfully. This means you need to be up-to-date on assigned readings and assignments, and come with questions, comments, discussion points, etc. I know this won’t be a problem for you guys!
2. 3 Mini Papers (10% each; 30% total): These papers should be at least 4-5 pages in length, typed, double-spaced, etc. The intention of these papers is two-fold. One, I want to know what you’re learning both inside and outside the class. I expect you to read and be a part of the class experience, but I also expect you to work and think outside the classroom about what you’re learning. Look for stories in various types of media and current events for things related to class topics, as well. For each paper you need to have at least 2 outside sources besides your texts and class material to discuss. Second, these papers are for you to be able to
give me feedback on what you’re reading, learning, and experiencing in the class. I want to know what you’re finding interesting/helpful, what you’d like more of, what’s working/not working, etc. I’ll try to provide discussion points for these papers, too, but you should have no problem writing these as they are your free space to discuss the class and what you’re learning beyond in your own way. These papers are due **February 21st, March 28th, and May 2nd**.

3. Article Presentation and Write-up (15%): You will all be responsible for finding an article (journal, research, etc.) that has to do with some topic of this course and presenting it to the class. You will also need to do a brief write-up about this article as to why the topic interested you, what you learned that surprised you, and how you might use this information in your own work with clients. This will be informal and we will discuss this more in class.

4. Leading Discussion (10%): Each of you will be responsible for coming up with discussion points and questions for certain classes. I will provide you with the days I’ve chosen, but basically, you will need to prepare a list of good, thoughtful discussion topics and questions that will help to stimulate class discussion, participation, and dialogue for a given day’s topics and readings. Additional material for the class you’ve prepared such as articles, video clips, etc., would be helpful! I will collect your materials on the day you are covering. We will discuss this more in class.

5. Final Take Home Test (20%): There will be no in-class midterm or final for this course. The Final will be a take home test that I will provide you with the last week of class. This take home test will be comprised of questions regarding material learned in the course that you will type up thoughtful and well-developed responses to and submit to me. We will discuss this more in class.

**Evaluation Criteria:**
This course is graded A-F; plus/minus will be used. In accordance with Graduate School policy, a grade of I (incomplete) is assigned only for work that has been of a passing quality through the academic term, but which, for good reason, cannot be completed within the time frame of the term. Students for whom special circumstances may warrant an I at the end of the semester must discuss this matter with me before the last day of class. If a student opts to withdraw from the course, s/he should be aware of any grading policies which may affect his or her withdrawal from the course.

☐ Grades for late assignments will be lowered one grade for every day they are late.
☐ Poorly written assignments will receive lower grades.
☐ Papers are to be typed and double-spaced and the pages are to be numbered.
☐ Staple each review/report once in the upper left-hand corner of the paper.

**Course Policies:** Students with special needs or requests as documented by KU’s Services for Students with Disabilities should see me as soon as possible. Every effort will be made to make sure accommodations are made quickly.

Academic Conduct: See Article II, Section 6 of the rules and regulations of the University Senate. Also, students should review “Student Rights and Responsibilities” in the Timetable.

**Kansas University School of Education Mission:** Within the University, the School of Education serves Kansas, the nation and the world by (1) preparing individuals to be leaders and practitioners in education and related human services fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.
To accomplish this mission, the School of Education offers (1) an extensive curriculum leading to academic degrees and professional licensure (2) requires faculty and students to engage in scholarship, and (3) provides a wide range of professional services to schools, other institutions, and individuals.
Class Schedule

1/24: Introduction to the Course/ Review Syllabus/ What is Crisis?/ Understanding Crisis
Read CC 1 and DB 1

1/31: Crisis Intervention Skills/ Suicide
Read CC 2, 6 and DB 4

2/7: Homicide and Violent Acts/ Rape and Sexual Assault
Read CC 7; Article Selection Due

2/14: Partner Violence and Domestic Violence/ Child Abuse and Neglect
Read CC 3, 4 and DB 6

2/21: Drug and Alcohol Crises/Catch-up
Read CC 5; Review of SAMHSA’s website and discussion; Mini Paper #1 Due

2/28: GUEST SPEAKER-Karlene Newsome, LCSW, Suicide Prevention Case Manager at the Kansas City VA/Lecture-Suicide Follow-Up and Discussion

3/7: GUEST SPEAKER-Dr. Gary Price, LP, former KU Professor and mental health professional for the Red Cross and Douglas County Disaster Response Team/ Lecture-Focus on Hurricane Katrina Disaster
Read DB 2, 5, 7

3/14: Community Involvement in Crisis and Disaster/ The Government’s Role/ The Elderly and Diverse Communities in Disaster
Read CC 10 and DB 8, 10, 11, 12, 13

3/21: Spring Break!!

3/28: Crisis Intervention in the Schools/ Crisis in the Workplace
Read CC 9; Mini Paper #2 Due

4/4: GUEST SPEAKER-Tamara Henley, LPC, Clinical Therapist, Child and Family Services at Bert Nash Community Mental Health Center, graduate of our MS program

4/11: University & College Crises/Guest Speaker from Headquarters

4/18: GUEST SPEAKER-Wes Jones, PhD, BCETS, Mental Health Center of East Central Kansas and Regional Coordinator for Disaster Services

4/25: Loss and Bereavement/ Death and Grief/ Spirituality Factors
Read CC 8 and DB 3, 9

5/2: Assessment for Crisis Intervention/ Legal and Ethical Issues in Crisis Work/ Self-Care in Crisis Work
Read DB 14; Mini Paper #3 Due

5/9: Class Wrap-Up and Finish Up/ Evaluations
Read DB 15; Take Home Final Assigned