

**JOHN CARROLL UNIVERSITY**  
**CG 573 CLINICAL INTERVENTION, PREVENTION & ETHICS – 3 Credits**  
**Summer, 2014**  
**Online**

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**COURSE DESCRIPTION**

**CG 573 CLINICAL INTERVENTION, PREVENTION & ETHICS**

Focuses on methods of intervention, including techniques used with diverse populations and situations. Emphasis on counselor ethics and legalities, crisis intervention and intervention techniques for various common client concerns.

**COURSE OBJECTIVES**

Students will learn:

1. Ethical standards of practice as described by the ACA as well as by the Ohio Counseling Board. **CACREP II.G.1.j CMHC A2**
2. Appropriate counseling and management strategies for clients and communities experiencing crises, disasters, and other trauma causing events. **CACREP II.G.1.c, G.3.c CMHC A9-10 CMHC C6**
3. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention and treatment. **CACREP II.G.3.g CMHC A6 CMHC C4**

**STUDENT LEARNING OUTCOMES**

Student will be able to:

1. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. **CMHC B1 CMHC D7 & D9**
2. Implement an evidence based treatment protocol for working with clients with various issues including substance abuse, PTSD, grief & trauma, suicidal ideation. **CMHC D8, E4**

**COURSE METHODS**

This fully online class requires you to complete a number of modules. Modules will contain a mixture of activities: reading assignments, reviewing powerpoints and videos, working in online groups and uploading group work products to BlackBoard, logging in to various internet sites to complete online trainings, submitting assignments to the instructor and sometimes to the entire class, and commenting on the work submitted by others.

**COURSE POLICIES**

- All assignments must be completed.
- Assignments will be penalized 10% per day for lateness. Exceptions will be granted only if the student has contacted the instructor via email twenty-four hours in advance of the due date and requested and been granted a new, specific, due date.

- The instructor reserves the right to alter the syllabus with appropriate advanced notice to the students.
- In accordance with John Carroll policy, incompletes will be given following the policy stated in the Graduate Bulletin: <http://www.jcu.edu/graduate/bulletin08-10/policies/policies.htm>
- Plagiarism will be dealt with according to the policies stated in the Graduate Bulletin: <http://www.jcu.edu/graduate/bulletin08-10/policies/policies.htm>  
Depending on the severity of the incident, students may fail the course or fail the assignment.
- Students are expected to use their John Carroll email address and the Blackboard online classroom management system. Routinely check your JCU email.
- All students are expected to exhibit the professional dispositions outlined by their professional organization (ACA) and their code of ethics. This includes, but is not limited to, being in class on time, accepting feedback, conducting oneself professionally and maintaining confidentiality. Students who fail to uphold these dispositions may lose points for class participation and, if the violation is serious enough, be reported to their Program Director.

### **REQUIRED TEXTS**

Cottone, R. R. & Tarvydas, V. M. (2007). *Counseling ethics and decision making*. Upper Saddle River, NJ: Pearson. Indicated on syllabus as *CE&D*

Jackson-Cherry, L. R. & Erford, B. (2010). *Crisis intervention and prevention*. Upper Saddle River, NJ: Pearson. Indicated on syllabus as *CI&P*

### **ADDITIONAL READINGS**

A number of additional readings are on the JCU Blackboard system. Students should review Course Documents on Blackboard and locate the folders which correspond to various class topics. Folders will be assigned when the topic is being reviewed.

### **COURSE TIMELINE AND ASSIGNMENTS**

#### **Course Introduction:**

View introductory video and statement posted on BlackBoard.

#### **Module I: Ethical Principles & Laws ( % of grade)**

Read: *CE&D* Chapters 1-4, Codes & Laws Folder and Mandated Reporter Folder on Blackboard

Review: Powerpoints for chapters. Located on Blackboard.

Watch: Videos in Module I folder

Assignment(s): In groups, complete Code Quiz and Law Quiz. Submit by

#### **Module II: Ethical Decision-Making & Values ( % of grade)**

Read: *CE&D* Chapters 5-6, Ethical Decision-Making Folder on BlackBoard

Review: Powerpoints for chapters. Located on Blackboard.

Watch: Videos in Module II folder

Assignment(s): In groups, complete Case Analysis Form and submit. Form and cases located in Ethical Decision-Making Folder. Submit by

### **Module III:**

Read: *CE&D* Chapters 5-6, Ethical Decision-Making Folder on BlackBoard

Review: Powerpoints for chapters. Located on Blackboard.

Watch: Videos in Module II folder

Assignment(s): In groups, complete Case Analysis Form and submit. Form and cases located in Ethical Decision-Making Folder. Submit by

### **Module IV:**

Assignments: **State of Ohio Ethics Exam ( % of final grade)** Submit by:

Students will take the on-line exam offered at the Counseling Board website <https://www.cswmft.ohio.gov/exam/Default.aspx> . In order for the exam to count for licensure, the certificate must be printed out and mailed to the State when applying for a license. A copy of the certificate should also be given to me.

**Ethics Exam Due** Submit by: ( % of final grade)

Exam questions will be a mix of short answer and mini-essays which are comprehensive in nature. All responses should be, proofread and double-spaced. If the exam is take-home, all responses should be double-spaced.

### **Module V: Domestic Violence/Intimate Partner Violence ( % of grade)**

Read: *CI&P* Chapters 7 & 8, Blackboard Domestic Violence Folder

Online Website Activities:

- Go to: <http://www.nationalcac.org/online-training/about-online-training.html> , click on Online Training Courses, click on NCAC Online Training, Register, go to Course Catalog and scroll down, take the following courses: NCAC-OT-11, NCAC-OT-16, NCAC-OT-25. If certificates are available, print them out. If not, write a 1-2 page summary of each training.

Written Assignments: Submit by

- Respond to the following:
  1. Briefly explain, **as if you were explaining it to a client**, the cycle of violence theory of intimate partner violence.
  2. Aisha, a 28 year-old married Palestinian-American with three children, is coming to counseling because of feelings of hopelessness and depression. During the first session, in response to a question about violence in the home, she responds that sometimes her husband hits her, and sometimes he is verbally abusive.
    - What additional questions should the counselor ask Aisha in order to gain a fuller picture about what is occurring?
    - What information and/or guidance should the counselor immediately provide to Aisha? Be specific.
  3. List and briefly explain the steps of screening for IPV.

### **Module VI: Crisis Intervention & Prevention ( of grade)**

Read: *CI&P* Chapters 1-4 & 10, Blackboard Crisis Intervention Folder, Blackboard Psychological first Aid folder.

Online Website Activities:

- Go to [learn.nctsn.org](http://learn.nctsn.org), create a new account by clicking on login on right hand side of page, next click on PFA, scroll down and take the six hour online course, print out a certificate if possible. If you cannot print out a certificate, write a 2-4 page summary.

Written Assignments:

- Respond to the following:
  1. How would your counseling approach differ depending on whether the crisis was brought on by an internal stressor rather than an external stressor?
  2. Give an example of a volitional stressor you have experienced and discuss how you managed or failed to manage the stress.
  3. Discuss the three types of coping mechanisms and how which mechanism is being employed might affect counseling interventions. What should counselors keep in mind when evaluating coping responses?
  4. How would you determine whether to use a directive or non-directive response when dealing with someone in crisis?
  5. While waiting for passengers at a small airport you become aware that an announcement is being made to the people standing down the hall from you. An airport official is telling them that the plane they have been waiting for has crashed and there is no news yet about survivors.

Several of the people in the group, including an elderly man and a child around 10 get hysterical. The airport official looks stunned and uncertain what to do.

Assess the situation according to the principles of stress and crisis theory. Quickly, develop a treatment plan. What are your main goals?

Assignment Due Date:

## **Module VII: Suicide & Homicide Prevention ( of grade)**

Read: *CI&P* Chapter 5, Blackboard Suicide Folder

Online Website Activities:

- Go to: [training.sprc.org](http://training.sprc.org), scroll down and take the following two courses: Counseling on Access to Lethal Means and The Research Evidence for Suicide as a Preventable Public Health Disease. You may need to register to take the courses. Print out certificates if possible.

Written Assignments:

Respond to the following:

1. John is a forty-year-old man who comes to counseling depressed because his wife of twenty years has left him. He and his wife have no children. During the second counseling session John begins to express deep despondency and mentions that he is thinking life is not worth living and he would like to die.
  - You are the counselor: How would you assess John's suicide potential? Be specific and detailed: what established frameworks or approaches would you employ? List the steps of the assessment.
  - If during the assessment John angrily gets up and says he is leaving because "I'll kill myself if I want to." What would you do? Be specific.
2. Charlene is a fourteen-year-old girl who was brought to counseling by her mother for "behavior issues" at school. After working with the counselor for three sessions, Charlene commented, "I'm just sick and tired of those girls always poking fun at me. They think they are better than me and they're not. I am going to shoot them when I go to school tomorrow –that will show them."
  - What does the counselor need to do? What questions should he/she ask? What information needs to be gathered?
  - If the counselor assesses that Charlene will follow through on the threat, how should the counselor proceed?

Assignment Due Date:

**Module VIII: Child Sexual Abuse ( % of grade)**

Read: *CI&P* Chapter 9, Blackboard Mandated Reporter folder.

Online Website Activities:

- Go to: [www.nationalcac.org/online-training/about-online-training.html](http://www.nationalcac.org/online-training/about-online-training.html), click on Online Training Courses, click on NCAC Online Training, Register, go to Course Catalog and scroll down, take the following courses: NCAC-OT-30 Best Practices in the Treatment of Abused Children and their Families and NCAC-W-005 Overcoming Barriers to Protecting Children From Sexual Abuse. If possible, print out certificate, if not write a one page summary of the training.

Written Assignments:

Respond to the following:

1. What is the legal age of consent for sexual activity in the State of Ohio?
2. What are the requirements of Ohio's mandated reporter law?
3. If you want to report abuse or neglect what do you do? Who do you call?

Assignment Due Date:

## Module IX: Grief & Loss ( % of grade)

Read: *CI&P* Chapters 12 & 14, Blackboard Grief folder.

Online Website Activities:

- Go to: [www.nationalcac.org/online-training/about-online-training.html](http://www.nationalcac.org/online-training/about-online-training.html) click on Online Training Courses, click on NCAC Online Training, Register, go to Course Catalog and scroll down, take the following courses: NCAC-ATE-006 Vicarious Trauma. If possible, print out certificate, if not write a one-page summary of the training.
- Go to [learn.nctsn.org](http://learn.nctsn.org) , login or create a new account by clicking on login on right hand side of page, next click on Continuing Education, scroll down and take the course entitled Child Traumatic Grief. Print out a certificate if possible. If you cannot print out a certificate, write a 2-4 page summary.

Written Assignments:

Respond to the following:

1. According to Worden, what are the dynamics of the grieving process? What role should grief education play when working grieving clients? How does Worden's model differ from other models of the grief and grieving process?
- 2.

Assignment Due Date:

## Grading Breakdown

### GRADING SCALE

A	100-93
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72

### Letter Grade Description:

“A”:

 Written work which receives a grade of “A” evidences comprehension of the material at a superior (A) to excellent (A-) level. The writing is technically correct, and the student moves beyond mere re-statement of concepts. Ideas and concepts are analyzed and the student engages the material by offering an in-depth reflection and synthesis.

“B”:

 Written work which receives a grade of “B” evidences comprehension of the material at a very good (B+) to good (B) to acceptable (B-) level. The writing is essentially at a graduate student level and the student clearly communicates an understanding of concepts and ideas. Any grammatical and mechanical errors do not

interfere with communication. Some analysis and reflection are present at the B+ and B level.

“C”: Written work which receives a grade of “C” has significant deficiencies in either the comprehension of the concepts and ideas, or the written expression of those ideas.

### **STATEMENT OF INCLUSION & CIVILITY**

It is the goal of John Carroll University to create an inclusive and nurturing environment. Towards this end, it is crucial for the classroom environment to be both civil and supportive. All members of the classroom community are urged to reflect on and monitor their own civility, sensitivity and openness to the experience and views of their colleagues in the classroom. If a student feels personally marginalized or disparaged by comments or actions that occur in the classroom, the student has the option of communicating this concern to the instructor, the Department Chair (Dr. Catherine Rosemary, x 3080) or on line at: <http://sites.jcu.edu/bias/pages/report-bias/> .

### **STUDENTS WITH DOCUMENTED DISABILITIES**

John Carroll University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may be eligible to request accommodations from the office of Services for Students with Disabilities. Students with disabilities are entitled to reasonable accommodations and should have equal access to learning. Please contact the office of Services for Students with Disabilities at (216) 397-4967 if you have any questions or to set up an appointment. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. Please keep in mind that accommodations are not retroactive so it is best to register with Student Disability Services at your earliest convenience.

**The instructor reserves the right to alter the syllabus with appropriate advance notice to the students. No assignment will ever be due earlier than is stated on the syllabus.**