

**PSCH 386****CRISIS COUNSELING TECHNIQUES I:  
COUNSELING METHODS FOR INTOUCH HOTLINE PARAPROFESSIONALS**

Fall 2016 | call number: 28715

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<b>Instructor:</b>	Robert Ballantyne, Psy.D. (e-mail: rballant@uic.edu) phone: 312-996-3490
<b>Class Location:</b>	Counseling Center, Suite 2010, Student Services Building
<b>Class Times:</b>	Tuesdays and Thursdays, 3:30 – 5:20 p.m.
<b>Graduate Assistant:</b>	Grace Furlan (e-mail: gfurla2@uic.edu)
<b>Role-Play Supervisors:</b>	TBA
<b>Office Hours:</b>	By appointment. Contact the instructor or graduate assistant.

***NOTICE:*** To notify of class absences, **the instructor must have received an e-mail or phone message before 3:00 p.m. on the day of class.** Failure to meet the deadline will result in a non-excused absence.

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**COURSE DESCRIPTION**

This course is designed to help students develop and apply basic crisis counseling skills. In addition, students are taught about the philosophy and functioning of the InTouch Crisis Hotline at the University of Illinois at Chicago. Students are introduced to specific common presenting problems for callers, and instructed on the ethical and procedural guidelines for handling such calls.

**COURSE OBJECTIVES**

- To introduce students to *the basic skills* needed to provide crisis counseling services
- To help students attain an *intellectual understanding* of the utility of such skills
- To facilitate students' *ability to provide appropriate referrals* in an empathic manner
- To ensure that students are well versed in *the ethics* around the provision of such services
- To increase students' *self-awareness* necessary for becoming a competent hotline volunteer, especially in relation to our multicultural world
- To familiarize students with *the procedures for the InTouch Crisis Hotline*
- To educate students about *the guidelines for specific kinds of calls*
- To help students understand *the etiology and symptoms of presenting concerns* common among callers
- To *enhance critical thinking skills* so that students may use them to assess callers' needs
- To provide a safe atmosphere in which students may *practice counseling skills and receive feedback*
- In general, to prepare students to volunteer on the hotline as competent, responsible paraprofessionals

## REQUIRED TEXTS

- (1) Ivey, A. E., Ivey, M. B., & Zalaquett, C.P. (2009). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society* (7<sup>th</sup> Ed.). Belmont, CA: Thomson Brooks/Cole. ISBN-10: 0495599743

### Additional Readings:

Additional readings, including both handouts and articles will be made available via Blackboard. **Students are required to bring copies of assigned HANDOUTS to class.** These handouts will constitute the bulk of each student's training manual, which is a necessary resource when operating as a volunteer crisis worker on the Hotline. Students may be given pop quizzes in class on assigned READINGS for the week at various points in the semester.

## HOTLINE PARTICIPATION

### *Volunteering on the Hotline*

While it is the hope that each student will progress in such a manner that they are ready to work on the hotline by the end of the course, enrollment in the course does not guarantee an invitation to volunteer on the hotline. **Students must obtain at least a B grade average for this course and receive instructor approval in order to work as a hotline counselor.** The instructor will continue to assess trainee's progress and skill levels beyond the matriculation through the class, and will continue to make further decisions regarding volunteer's suitability to working as a crisis intervention paraprofessional.

### *Weekly Listening Shifts*

Approximately one month before the end of the semester, the instructor will ask students to sign up for weekly listening shifts on the hotline. Students will be **required to attend one listening shift per week** (4.5 hours, 6:00-10:30pm) at the InTouch Crisis Hotline to observe advanced liners work. **Students must demonstrate professionalism and grade B and above in the class as well as receiving approval from the class instructor.**

### *Mentorship*

Trainees ("little-sibs") will be assigned to a current liner who will serve as a mentor, or a "big sib." Big-sibs help to liaison with Hotline administrators and are responsible for determining the readiness of trainees to take supervised calls. Once the trainee has demonstrated adequate competence in taking calls, the "big sib", in conjunction with Hotline administrators, will inform the trainee that they are ready to take calls on their own. The length of this process will vary according to the trainee, but it is expected that the average will be in the range of two months.

### *Terms for Volunteers*

PSCH 386 is a training course for volunteers at the InTouch Crisis Hotline. Thus, **students will not be admitted to 386 if they do not plan to work on the hotline after they have matriculated.** Trainees are expected to continue to work **one shift per week for a minimum of eight months** following the end of the semester (including summer). Additionally, students are expected to work **one weekend (Friday or Sunday night) shift per month** (weeknight shift can be skipped that week). Trainees in the fall semester will be expected to work at the hotline until at least *mid August of the following year*, whereas those in the spring semester will be expected to work until at least *early February of the following year*.

*PSCH 387:* Students who successfully complete 386 and receive approval to work as a Hotline paraprofessional become eligible to enroll in PSCH 387, which gives students 1 academic credit for their volunteer work while fulfilling their 8-month commitment to the Hotline. Students can only take PSCH 387 once for credit.

*PSCH 385:* Students who wish to volunteer at the Hotline for PSCH 385 must contact and obtain approval from Robert Ballantyne, Psy.D. ([rballant@uic.edu](mailto:rballant@uic.edu)) and/or Luis Salas, MSW ([lsalas2@uic.edu](mailto:lsalas2@uic.edu)). **Note: Enrollment in 386 alone is not a guarantee that students will be permitted to use the Hotline for PSCH 385.**

**Furthermore, your performance in PSCH 386 may have an impact on your eligibility to register PSCH 385. This will be discussed further in class.**

*Ongoing service:* Since the training of new hotline volunteers requires the assistance of current liners, we ask that liners stay on the line into the semester following their required service, in order to take calls and mentor new trainees until they are ready to work independently. Many volunteers choose to stay on the line beyond the end of the commitment period and are encouraged to do so.

## COURSE STRUCTURE

This course will include **lectures and class discussions, reading assignments, written homework assignments, written exams, practical exams, tape recorded role plays, and general role plays.** Throughout the semester, lectures will be given mostly in the Tuesday classes, and role-play practice concentrated on the same topic will be in the following Thursday class. Role plays may be conducted in dyads, triads, small groups, and as a whole class. Students are expected to take notes in class and to collect all handouts distributed. These should then be organized in a loose-leaf binder, with appropriate section names, thereby creating a personal operating manual for use while volunteering on the hotline.

## GRADING SCALE

Total possible points: 1250

A =	1125-1250	(≥90%)
B =	1000-1124	(≥80%)
C =	875-999	(≥70%)
D =	750-874	(≥60%)

## COURSE REQUIREMENTS

### *Attendance, Participation, Professionalism & Punctuality* (Points toward final grade: 200, or 16%)

Students are expected to actively participate in class discussions and role plays. Participation (e.g., willingness to partake in discussion, alertness, punctuality, preparedness for class) will be evaluated throughout the semester.

Quality of participation will be evaluated, with about an equal number of students in each of the following categories: A (no deduction); B (15 points deduction); C (25 points deduction); and D (35 points deduction).

Any unexcused absences will result in a reduction of your attendance score by 10 points per missed regular class and 20 points per missed mandatory class. After 3 excused absences, all subsequent absences will be treated as unexcused absences, with a deduction of either 10 or 20 points per missed class depending on whether the missed class is regular or mandatory (see below). **To have an excused absence, students must e-mail or, less preferably, leave a phone message for the instructor before 3:00 p.m. on the day of the class missed.** If you are concerned that your email program may routinely not send messages properly, then it is best to call the Counseling Center at (312) 996-3490 and leave a message for the instructor.

*Pop Quizzes:* To help hold students accountable for weekly readings, there may be pop quizzes at different times during the semester about the readings for the week. Any answers that students get incorrect on pop quizzes will be deducted from their overall 200 points toward attendance and participation.

*Punctuality:* Points will be deducted proportionate to the degree and frequency of each student's tardiness to class.

\*\*Extreme tardiness or early departure from the class will be considered as an absence for that class period.\*\*

Overall **professionalism** is expected during class and role plays, as well as during listening shifts and listserv communications. Points will be deducted if student shows a lack of professionalism.

**Mandatory Classes:** Missing any of the **16 mandatory classes** (indicated by the symbol \$ in the class outline) leads to a heavier deduction: 5-point deduction for an excused absence, and 20-point deduction for an unexcused absence. If the student has attended **all** mandatory classes, he/she will receive a **bonus of 10 points**. Furthermore, when a student attends **ALL** classes, the student will be rewarded with **an additional 5 points**.

	<b>Regular Class</b>	<b>Mandatory Class (\$)</b>
Unexcused absence	10-point deduction	20-point deduction
Excused absence (up to 3 times)	no deduction	5-point deduction
Excused absence (4 times or more)	10-point deduction	20-point deduction
Bonus points (Mandatory)	na	10 point <u>bonus</u> if attended all 16 "\$" classes
Bonus points (All)	5 points bonus if attended <i>all (both regular &amp; mandatory) classes</i>	

**Homework**

**(Points toward final grade: 100, or 8%)**

In addition to reading, written homework will be assigned and collected. It will be collected during the following class period, evaluated, and redistributed with comments. Homework is evaluated for proficiency in basic counseling skills. For each homework assignment, the following grades are given: **A (25 points), B (20 points), C (15 points), and D (10 points)**. A deduction of 5 points will be made for each business day that the assignments were late, with a maximum of a 20 point deduction. Students must bring their homework to the class on the day of the **deadline or email to the instructor by 3:00pm** on the day of the class.

*Homework Re-do:* For students whose homework needed improvement, a re-do is an opportunity to turn in a revision and make up some (not all) of the lost points. Homework rewrites are due during the next class, or no make-up points can be earned.

**Skills Demonstration**

**(Points toward final grade: 100, or 8%)**

Some of the areas assessed are willingness to participate, to take risks, to hear constructive feedback, to provide feedback to others when appropriate, and to integrate knowledge as demonstrated by the development of skills over the course of the semester. Specific skills of importance are: empathy, appropriate use of questions, accurate reflections of feelings and paraphrasing of content, assessment of need and danger, choosing an appropriate intervention given the presenting concern, and making appropriate referrals. Students are expected to demonstrate these skills during weekly in-class role plays. Written and numerical feedback will be provided to students regarding their progression 2-3 weeks before the end of the semester. Furthermore, students are expected to take at least one call during their last two weeks of listening shift (see “*Outline of Class Contents and Assignments*” to find the deadline of evaluation). Shift supervisor must listen to student’s call and provide formal written evaluation on that call.

**Role-Play Midterm Exam**

**(Points toward final grade: 250, or 20%)**

A mid-term practical exam will be administered in order to assess students’ progress utilizing counseling skills. Students will be asked to turn in a tape recording of a ten-minute role play, which takes place under observation of the instructor and Graduate Assistant during a class period, accompanied by a transcription indicating areas where the student is proud of a comment and why, as well as where the student could have done something differently and why. A deduction of 20 points for each day past the due date will be made for late transcripts. Students must make every effort to take the midterm exam as scheduled, and no make-up exam will be offered.

### ***Special Projects***

**(Points toward final grade: 100, or 8%)**

Each student will propose and complete small projects relevant to the needs of the InTouch Crisis Hotline and the student's development. In past semesters, activities for the projects have included outreach activities for the hotline that involved promoting the hotline to other UIC students in order to attract and recruit prospective liners. The projects must be approved by the instructors. The quality of the projects will be evaluated using the following terms: **A (100 points), B (90 points), C (80 points), D (70 points), and F (60 points)**. Failure to honor one's commitment to a class project (e.g., did not show up for an outreach event agreed upon by the whole class) will result in a deduction of at least 25 points.

*Alternative Special Project:* Instead of activities, students may opt for writing a 10-page double-spaced academic paper that reviews a clinical issue related to telephone crisis intervention. The topic of the academic paper must be approved by the instructor first (including any change you may make after proposal was submitted). *Both the proposal and the actual paper must be submitted following the same time line as other special projects.*

### ***Getting Connected with the InTouch Crisis Hotline***

**(Points toward final grade: 25, or 2%)**

Students will be given instructions to become members of the **InTouch Listserv** so they can receive e-mail messages communicating relevant issues about the hotline. Points will only be received if student signs up for the listserv by the deadline noted on the syllabus. A deduction of 5 points will be made for each business day that a student fails to sign up, with a maximum of a 20 point deduction.

### ***Written End-Term Exam***

**(Points toward final grade: 250, or 20%)**

The "end-term" exam assesses the student's level of basic counseling skills and knowledge about specific topics covered in class. There will be about 35-40 questions to which students give short answers. Students cannot consult textbooks or notes during the exam, which will be limited to **2 hours**. Fewer than 10% of the questions will cover topics from Ivey & Ivey's book and materials before the midterm exam. The remaining questions will be topics discussed in class and handouts. ***Students must make every effort to take the end-term exam as scheduled, and no make-up exam will be offered.***

### ***Role-Play Final Exam***

**(Points toward final grade: 200, or 16%)**

The final role play will be in the form of crisis intervention on the telephone. Students will be expected to demonstrate assessment and problem-solving skills as well as basic counseling skills and professionalism, the ability to intervene appropriately, and select appropriate referrals for the caller who is role-played by a current hotline volunteer. ***Note: the final exam is some time during finals week; the exact time and date will be announced as University announces the final schedule. Students must make every effort to take the final role-play exam as scheduled, and no make-up exam will be offered.***

### ***Clinical Documentation: Contact Report (CR) Write-up***

**(Points toward final grade: 25, or 2%)**

Students will be instructed on how to write a report of a typical crisis call on the Hotline. During their listening shifts in the last month of the semester, trainees listen to the incoming calls that volunteers receive, and document these calls on Contact Reports (CRs). Of these CRs, students select one that is complex and challenging, and then copy it (**with the caller's identification removed and modified**) to submit as a project. If the CR is turned in past the deadline, a deduction of 10 points will be made for each business day overdue. A deduction of 5 points will be made for each business day that the CR was late.

## OUTLINE OF CLASS CONTENTS AND ASSIGNMENTS

**The “\$” symbol designates mandatory classes.** (See above for details on penalties and incentives for mandatory classes)  
 RP = Role-Play Practice

Wk	Date	TOPIC & READING	BUSINESS
<b>1</b>	T: 08/23 \$	<b>Intro and Overview of the Class</b> <b>Counseling Skills 1: Basic Attending</b> Read: Ivey chaps. 1 & 3 Blackboard: Lester & Rogers (2012) Chap 9	Getting to know each other  <b>Please print and bring course syllabus to the class.</b>
	R: 08/25 \$	<b>Counseling Skills 2: Cultural Intentionality</b> <b>Ethical Issues in Clinical Work</b> Read: Ivey Chap 2 Blackboard: Hays (2001), NASW Code of Ethics	
<b>2</b>	T: 08/30 \$	<b>Counseling Skills 3: Questions</b> <b>Counseling Skills 4: Encouraging, Paraphrasing, Summarizing</b> Read Ivey chaps. 4 & 6	<ul style="list-style-type: none"> <li>• HW #1 and 2 handed out</li> </ul>
	R: 09/01	Role Plays #1	<ul style="list-style-type: none"> <li>• <b>Deadline:</b> HW #1 and 2</li> <li>• <b>Deadline:</b> Acknowledgement of Syllabus Content</li> </ul>
<b>3</b>	T: 09/06 \$	<b>Counseling Skills 6: Working with Feelings</b> <b>Counseling Skills 7: Empathy</b> Read Ivey chaps. 7 & 8	<ul style="list-style-type: none"> <li>• HW #3 handed out</li> <li>• <b>Sign up for mid-term role-play</b></li> </ul>
	R: 09/08	Role Plays #2	<ul style="list-style-type: none"> <li>• <b>Deadline:</b> HW #3</li> </ul>
<b>4</b>	T: 09/13 \$	<b>Counseling Skills 8: Confrontation</b> <b>Counseling Skills 9: Helping People Change</b> Read: Ivey chap. 9 Blackboard: Miller & Rollnick (2002)	<ul style="list-style-type: none"> <li>• Brief review for mid-term exam</li> <li>• Explain Special Project</li> <li>• HW #4 handed out</li> </ul>
	R: 09/15	Role Plays #3	<ul style="list-style-type: none"> <li>• <b>Deadline:</b> HW #4</li> </ul>
<b>5</b>	T: 09/20 \$	<b>ROLE-PLAY MID-TERM EXAM:</b> Audio taped & observed 10-min role play of face-to-face non-crisis counseling	<ul style="list-style-type: none"> <li>• <u>Reminder:</u> Mid-term transcript</li> </ul>
	R: 09/22 \$	<b>Self-Care as a Counselor</b> <b>Crises of Lethality, Part I: Suicidal Callers</b> Blackboard: Hayes (2013); Lester/Rogers Chap 4, 5, 6	<b>Students will have time to meet to discuss Special Project in class.</b>
<b>6</b>	T: 09/27 \$	<b>Crises of Lethality Part II: Suicide &amp; Homicide</b> Blackboard: Lester & Rogers Chap 20, 35 Hardwick (1996); Hillbrand (2001)	<ul style="list-style-type: none"> <li>• <b>Deadline:</b> Proposal for Sp. Project</li> </ul>

PSCH 386: *Outline of Class Contents and Assignments (cont.)*

Wk	Date	TOPIC & READING	B U S I N E S S
6	R: 09/29 \$	<b>RP 1:</b> Suicidal and Homicidal Callers	<ul style="list-style-type: none"> <li>• <b>Deadline:</b> Midterm exam transcript</li> </ul>
7	T: 10/04 \$	<b>Crises of Victimization: Child &amp; Elder Abuse; Reporting to Protective Services</b> Blackboard: Lachs (2004); Gushurst (2003); Illinois DCFS Flowchart (2010)	<ul style="list-style-type: none"> <li>• Distribute Special Project materials</li> </ul>
	R: 10/06	<b>RP 2:</b> Child & Elder Abuse	
8	T: 10/11 \$	<b>Severely Disturbed Callers: Severe Cognitive Disorders, Chronic Mental Illnesses, Substance Abuse</b> Blackboard: Lester & Rogers Chap 14 & 15; Prochaska (1992); Tatarsky (2003)	
	R: 10/13	<b>RP 3:</b> Severely Disturbed Callers; Callers with Substance Abuse Issues	<ul style="list-style-type: none"> <li>• Shift coverage explained</li> <li>• Hotline Office Tour</li> </ul>
9	T: 10/18 \$	<b>Trauma: Domestic Violence &amp; Sexual Assault</b> Blackboard: Herman (1997): Ch 2 (Terror) and Ch 3 (Disconnection); Wilson (2006): Ch 1 and 2	<b>Sign up for listening shift preferences in class</b>
	R: 10/20	<b>RP 4:</b> Callers Who are Victims/Survivors of Domestic Violence & Sexual Assault	<ul style="list-style-type: none"> <li>• Instructions for signing up for the InTouch Listserv</li> <li>• Distribute &amp; collect liner's contact Info</li> </ul>
10	T: 10/25 \$	<b>Crises of Loss/Grief and Spirituality Clinical Documentation: Contact Reports (CR's) and Providing Referrals to Callers</b> Blackboard: Worden (2002); Carpinello (2004)	<ul style="list-style-type: none"> <li>• Listening Shifts assignment distributed</li> <li>• Get Building Access Authorization</li> </ul>
	R: 10/27	<b>RP 5:</b> Callers with Loss Issues	<ul style="list-style-type: none"> <li>• <b>Deadline:</b> Special Project Report</li> <li>• <b>Deadline:</b> Signing up for the InTouch Listserv is today</li> </ul>
11	T: 11/01	<b>Anxiety Issues &amp; Sexuality Concerns</b> Blackboard: Bourne (2005) Chap 1 & 4; Nichols (2006); Center for Disease Control (2009)	*Listening Shift begins*
	R: 11/03	<b>RP 6:</b> Callers with Anxiety; Callers w/ Concerns about STIs	

PSCH 386: *Outline of Class Contents and Assignments (cont.)*

Wk	Date	TOPIC & READING	B U S I N E S S
12	T: 11/08 \$	<b>Gay, Lesbian, Bisexual, &amp; Transgender Callers; Callers with Disabilities</b> Blackboard: Matthews (2007); APA (2006); Olkin (2007)	
	R: 11/10	<b>RP 7:</b> Working with GLBT Callers; Callers with Disabilities	<ul style="list-style-type: none"> <li>• Written Evaluation</li> </ul>
13	T: 11/15	<b>Challenging Calls: Personality Disorders, Difficult Callers, Exploitive Sex Callers</b> Blackboard: Lester & Rogers Chap 13, 16, 17, 18, 19	<b>Deadline: Contact Report (CR) Write-up</b> <b>Sign up for the final exam role-play time slot</b>
	R: 11/17	<b>RP 8:</b> Challenging Callers & Final Practice	<ul style="list-style-type: none"> <li>• Written Evaluation</li> </ul>
14	T: 11/22	Review for Final Exams, In Class Role Play Wrap-up and Pizza Party	
	R: 11/24	Thanksgiving Holiday, No Class ☺	
15	T: 11/29 \$	<b>WRITTEN FINAL EXAM</b>	<ul style="list-style-type: none"> <li>• <b>Deadline: Evaluation of listening shift call by a shift supervisor</b></li> </ul>
	R: 12/01 \$	<b>ROLE-PLAY FINAL EXAM:</b> Observed 10-minute role-play of telephone crisis intervention	
<b>Finals Week</b> <i>(during the week of Dec 5-9)</i>		If class was cancelled for some unforeseen reason (e.g., snow day) and class scheduled was pushed, then Written Final Exam may be moved to final's week.	

\*\*September 2, 2016 is the last day to complete late registration; last day to add course(s) or make section changes; last day to drop individual courses via student self-service without receiving W on academic record. Last day to submit withdraw from term request via student self-service and receive 100% cancellation of tuition and fees.

**Acknowledgement of Syllabus Content**

I have read and understand the course syllabus for *PSCH 386: Crisis Counseling Techniques I* at the University of Illinois at Chicago, which is being taught by Dr. Robert Ballantyne. I hereby agree to the terms stated in this syllabus.

\_\_\_\_\_  
Student Name (Printed)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date