

PSCH 386**CRISIS COUNSELING TECHNIQUES I:
COUNSELING METHODS FOR PEER COUNSELING PARAPROFESSIONALS****Spring 2021** | call number: 29140

Instructor:	Robert Ballantyne, Psy.D. (e-mail: rballant@uic.edu) phone: 312-996-3490
Class Location:	Online via Zoom (see final page of syllabus for Zoom information)
Class Times:	Tuesdays and Thursdays, 3:30 – 5:20 p.m.
Graduate Assistant:	Monica Puente (e-mail: mpuent3@uic.edu)
Role-Play Supervisors:	Isabella Difiglio, Monica Puente, Catie Hoff
Office Hours:	By appointment. Contact the instructor or graduate assistant.

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

COURSE DESCRIPTION

This course is designed to help students develop and apply basic crisis counseling skills to function as paraprofessionals. In addition, students are taught about the philosophy and functioning of the United Support Network at the University of Illinois at Chicago. Students are introduced to specific common presenting problems for students, and instructed on the ethical and procedural guidelines for handling such concerns.

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/resources* 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 paraprofessional, especially in relation to our multicultural world
- To familiarize students with *the procedures for the United Support Network*
- To educate students about *the guidelines for specific kinds of clinical situations*
- To help students understand *the etiology and symptoms of presenting concerns* common among students
- To *enhance critical thinking skills* so that students may use them to assess students' needs
- To provide a safe atmosphere in which students may *practice counseling skills and receive feedback*
- In general, to prepare students to volunteer as competent, responsible paraprofessionals

COVID-19 PRECAUTIONS AND ONLINE TEACHING INFORMATION

Course Setup and Location

Due to covid-19 pandemic, PSCH 386 will be taught online in a synchronous format using Zoom. If any technological problems arise with Zoom throughout the semester, another platform (i.e. Blackboard Collaborate) may be utilized as a secondary option. We will also utilize Respondus Test Proctoring on Blackboard for the Final Written Final Exam. This may change if problems occur using Respondus as we move closer to the exam date. More information and instructions around specific ways to navigate these platforms will be provided in class. You may also contact ACCC for further assistance in gaining comfort using these platforms as well.

Use of Video Recording

We will be recording the class sessions, or portions of the class, for students who are unable to attend synchronously. The recording feature for others is disabled so that no one else will be able to record this session through Zoom. Recording by other means is **not permitted**. The recorded class sessions will be posted on our Blackboard class website unless otherwise notified. If you have privacy concerns and do not wish to appear in the recording, turn OFF your video and notify me in writing (via email) prior to the next class session. If you prefer to use a pseudonym instead of your name, please let me know what name you will be using, so that I can identify you during the class session. If you would like to ask a question, you may do so privately through the chat feature by addressing your question to me or your TA only (and not to “everyone”), or you may contact me or your TA by another private method, which we will agree upon in advance of class. **If you have questions or concerns about this video recording policy, please contact me before the end of the first week of class.**

Technology Requirements

Course Technology Requirements include use of a personal computer, broadband Internet connection, webcam, and Microsoft Word for papers. **You may contact ACCC to request and borrow a laptop or be assigned a hotspot for the semester if you do not have the required hardware and internet capabilities.**

Safety Protocols and Policies at UIC

While this course is not scheduled to require in-person attendance, please be aware of the safety protocols and policies that exist at UIC if you plan to be on campus during the semester, including use of face masks, social distancing, hand washing/sanitizing, and covid-19 testing procedures. For more information, visit <https://today.uic.edu/coronavirus>

REQUIRED TEXTS

Ivey, A. E., Ivey, M. B., & Zalaquett, C.P. (2018). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society* (9th Ed.). Boston, MA: Cengage Learning. ISBN: 978-1-305-86578-5

Additional Readings:

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

VOLUNTEER PARTICIPATION

Volunteering as a Paraprofessional

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

Terms for Volunteers

PSCH 386 is a training course for volunteers at the United Support Network. Thus, **students will not be admitted to 386 if they do not plan to volunteer at the network after they have matriculated.** Trainees are expected to co-lead one support group for at least one full university semester directly following the semester in which they take PSCH 386. They are also expected to attend a weekly consultation meeting for mentoring around their group and are invited to also participate in the organization's social bonding events.

Mentorship/Consultation

Following the semester that they take PSCH 386 and begin to run groups, group leaders **will be required** to attend a weekly one-hour consultation group with all other current groups leaders and a Counseling Center staff member. During the meeting, leaders will have the opportunity to confidentially consult about dynamics/issues occurring in their groups, receive guidance and suggestions from other leaders and Counseling Center staff member, and be trained on additional topics relevant to their work as needed. Group leaders will be required to meet for the weekly consultation group in order to continue to run their support group.

PSCH 387: Students who successfully complete 386 and receive approval to work as a paraprofessional become eligible to enroll in PSCH 387, which gives students 1 academic credit for their volunteer work while fulfilling their volunteer commitment over the course of one semester. Students can only take PSCH 387 once for credit.

Ongoing service: Volunteers are encouraged to continue running groups and assisting with the organization beyond their one semester commitment if desired.

Other Opportunities: We are in the process of partnering with other departments on campus who may need undergraduate paraprofessionals to assist with their programming, so other volunteer opportunities may arise from students' completion of PSCH 386 as well!

COURSE STRUCTURE

This course will include **lectures and class discussions, reading assignments, 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 on lecture content.**

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). **Students are expected to email the instructor or teaching assistant before class if they are unable to attend that day.**

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. Scores on pop quizzes will be factored into the overall 200 points toward attendance and participation.

Punctuality/Professionalism: 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 interactions with the student organization and listserv communications. Points will be deducted if student shows a lack of professionalism.

Attendance Policy: Students are allowed **3 excused absences** throughout the course without penalty. Missing more than 3 classes will result in points being deducted from their Attendance/Participation grade in the course. Missing any of the **18 mandatory classes** (indicated by the symbol \$ in the class outline) leads to a heavier deduction. Missing a non-mandatory class will result in a 5-point deduction while missing a mandatory class will result in a 10-point deduction. Students who attend **all** mandatory classes will receive a **bonus of 10 points.** Students who attend **ALL** classes will be rewarded with a **bonus of 15 points.**

	Regular Class	Mandatory Class (\$)
Absence (up to 3 times)	no deduction	No deduction
Absence (3 times or more)	5-point deduction	10-point deduction
Bonus points (Mandatory Classes)	n/a	10 <u>bonus points</u> if attend all 18 "\$" classes
Bonus points (All Classes)	15 <u>bonus points</u> if attend <i>all (regular & mandatory) classes</i>	

Homework

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

In addition to reading, written homework will be assigned and collected. 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 turn in their homework 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 by 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, multicultural sensitivity, 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.

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 recording of a ten-minute role play, which takes place under observation of the instructor and/or Graduate Assistant during a class period over Zoom, 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.***

Role Play Journal

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

Role play classes will be recorded and emailed to students. In the week following each role play class, each student will review the video recording of their roleplay as the counselor and write a journal entry reflecting upon their role play. If a student misses a role play class, they will be responsible for practicing a role play as the counselor **ON THEIR OWN** with a partner, either someone from class or an outside person in their life. If students struggle to identify someone for the role play client on a given week, they may contact instructor or teaching assistant to arrange for a role play online via Zoom. Further information surrounding the content required for journal entries will be distributed to the class. 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)**. Any missed journal entry will result in an additional automatic deduction of 10 points per each entry missed.

Experiential Activities and Reflection Paper

(Points toward final grade: 50, or 4%)

Students will participate in an activity related to peer counseling and then write a 2-3 page reflection paper in response. Instructor will distribute more specific information surrounding this assignment later in the semester. If the reflection paper is turned in past the deadline, a deduction of 5 points will be made for each business day overdue.

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. Questions will cover topics from Ivey & Ivey's book and 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.*** We will be using Respondus Online Proctoring for the final written exam.

Role-Play Final Exam

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

The final role play will be in the form of crisis intervention over Zoom. 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 if needed for the client who is role-played by a volunteer. *Students must make every effort to take the final role-play exam as scheduled, and no make-up exam will be offered.*

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/Location	TOPIC & READING	BUSINESS
1	T: 01/12 Zoom \$	Intro and Overview of the Class Counseling Skills 1: Basic Attending Read: Ivey chaps. 1 & 3 (pg 56-66 only)	Getting to know each other Please print and have course syllabus with you during class.
	R: 01/14 Zoom \$	Counseling Skills 2: Cultural Intentionality Ethical Issues in Clinical Work Read: Ivey Chap 2 Blackboard: Hays (2001), NASW Code of Ethics	
2	T: 01/19 Zoom \$	Counseling Skills 3: Questions Counseling Skills 4: Encouraging, Paraphrasing, Summarizing Read Ivey chaps. 5 & 6	• HW #1 and 2 handed out
	R: 01/21 Zoom	Role Plays #1	• Deadline: HW #1 and 2
3	T: 01/26 Zoom \$	Counseling Skills 6: Working with Feelings Counseling Skills 7: Empathy and Validation Read Ivey chap. 3 (pg 66-77) & chap 7	• HW #3 handed out • Sign up for mid-term role-play • Reminder: Begin Role Play Journal
	R: 01/28 Zoom	Role Plays #2	• Deadline: HW #3
4	T: 02/02 Zoom \$	Counseling Skills 8: Confrontation Counseling Skills 9: Helping People Change Read: Ivey chaps. 8 & 10 Blackboard: Miller & Rollnick (2002)	• Brief review for mid-term exam • HW #4 handed out
	R: 02/04 Zoom	Role Plays #3	• Deadline: HW #4
5	T: 02/09 Zoom \$	ROLE-PLAY MID-TERM EXAM: Video taped & observed 10-min role play of face-to-face non-crisis counseling	• <u>Reminder:</u> Mid-term transcript
	R: 02/11 Zoom \$	Self-Care as a Counselor Crises of Lethality, Part I: Suicide and Homicide Blackboard: Hayes (2013); Hardwick (1996); Hillbrand (2001)	
6	T: 02/16 Zoom \$	Crises of Lethality Part II: Suicide & Homicide Coping Skills for Depression Blackboard: Lester & Rogers Chap 4, 5, 6, 20	

Wk	Date/Location	TOPIC & READING	BUSINESS
	R: 02/18 Zoom \$	RP 4: Depressed, Suicidal, and Homicidal Clients	• Deadline: Midterm exam transcript
7	T: 02/23 Zoom \$	Anxiety, Distress Tolerance, and Self-Injury Relaxation Techniques / Mindfulness Meditation Blackboard: Bourne (2005) Chap 1 & 4	
	R: 02/25 Zoom	RP 5: Anxiety, Distress Tolerance, & Self-Injury	
8	T: 03/02 Zoom \$	Crises of Mania, Psychosis, & Substance Abuse Grief/Loss & Spirituality Crises Blackboard: Prochaska (1992); Tatarsky (2003); Worden (2002); Carpinello (2004)	
	R: 03/04 Zoom	RP 6: Mania, Psychosis, & Substance Abuse Grief and Loss Concerns	
9	T: 03/09 Zoom \$	Crises of Sexual Abuse, Trauma, & PTSD Title IX Office; Mandated Reporting Blackboard: Herman (1997): Ch 2 (Terror) and Ch 3 (Disconnection); DCFS Manual for Mandated Reporters (2015)	
	R: 03/11 Zoom	RP 7: Sexual Assault and Abuse; Trauma	Deadline: Reflection Paper
10	T: 03/16 Zoom \$	Crises of Intimate Partner Violence Immigration Related Crises Blackboard: Wilson (2006): Ch 1 and 2; Winkleman (2001); Zayas & Gulbas (2017); Kim & Kim (2010)	
	R: 03/18 Zoom	RP 8: Intimate Partner Violence and Immigration Related Concerns	
11	03/22-03/26	Spring Break – No Class! 😊	
12	T: 03/30 Zoom \$	Eating Disorders and Body Image Crises Developmental and Gender Concerns Blackboard: Treasure (2012); Kimmel (2008)	
	R: 04/01 Zoom	RP 9: Eating Disorders, Body Image Crises, Developmental and Gender Concerns	
13	T: 04/06 Zoom \$	Cultural Sensitivity: LGBTQ+ Clients Clients with Disabilities Blackboard: Matthews (2007); APA (2006); Olkin (2007)	Sign up for the final exam role-play time slot
	R: 04/08 Zoom	RP 10: LGBTQ+ and Disability Concerns	

Wk	Date/Location	TOPIC & READING	B U S I N E S S
14	T: 04/13 Zoom \$	Support Group Dynamics & Facilitation Peer Counseling Protocols & Boundaries Blackboard: MHA Support Group Facilitation Guide (2016); Yalom (2005): Ch 1 and 1	
	R: 04/15 Zoom	RP 11: Support Group Facilitation	
15	T: 04/20 Zoom	UIC Resources, Referrals/Consultation Review for Final Exams	<ul style="list-style-type: none"> • Deadline: Role Play Journal Meet with RP Supervisors this week on Zoom for 10-15 min final feedback session
	R: 04/22 Zoom	Review for Final Exams; Revisiting Past Topics; Group Role Play Exercise	<ul style="list-style-type: none"> • Collect Student Contact Info in Class • Sign up for ListServ
16	T: 04/27 Zoom \$	WRITTEN FINAL EXAM	
	R: 04/29 Zoom \$	ROLE-PLAY FINAL EXAM: Observed 10-minute crisis intervention role-play	
Finals Week (during the week of May 3-7)		If class was canceled for some unforeseen reason (e.g., snow day) and class schedule was pushed back, then Written Final Exam may be moved to final's week.	

**January 22, 2021 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.

ADDENDUM A: ZOOM INFORMATION

Tuesday Lecture Classes:

Robert P Ballantyne is inviting you to a scheduled Zoom meeting.

Topic: PSCH 386 Tuesday Classes

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://uic-phi.zoom.us/j/97673540944?pwd=elMxNGI3TWtHSWI0UjhL05EQTZMUT09>

Meeting ID: 976 7354 0944

Passcode: 5t\$P^PCM

One tap mobile

+13126266799,,97673540944# US (Chicago)

+13017158592,,97673540944# US (Washington D.C)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 301 715 8592 US (Washington D.C)

+1 646 876 9923 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

Meeting ID: 976 7354 0944

Find your local number: <https://uic-phi.zoom.us/u/kboy1FIkc9>

Thursday Lecture Classes:

Robert P Ballantyne is inviting you to a scheduled Zoom meeting.

Topic: PSCH 386 Thursday Classes

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://uic-phi.zoom.us/j/98933988228?pwd=T3JnTVdTZEFERU5VRmNPRFg1K094Zz09>

Meeting ID: 989 3398 8228

Passcode: 2d&H8FA8

One tap mobile

+13126266799,,98933988228# US (Chicago)

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