

Spring 2017
CPSE 655
School-Based Crisis Intervention

Room: 341 MCKB
 Class Time: Tuesday and Thursday 1:00-3:50
 Instructor: Melissa Allen Heath, Ph.D.
 Office: 340-K MCKB
 Office Hours: Tuesday & Thursday 12:00- 1:00 & 4:00-6:00
 Phone: 801-422-1235 (office) & 801-422-3857(secretary) & 801-372-5407 (my cell)
 E-mail: Melissa_Heath@BYU.EDU
If you need an appointment outside of my office hours, please call or email to make arrangements.

Required Texts:

Heath, M. A., & Sheen, D. (Eds.). (2005). *School-based crisis intervention: Preparing all personnel to assist* (paperback). New York: Guilford Press. ISBN-10: 1593851510 ISBN-13: 978-1593851514

NOTE: Not required, but course also uses the following text book: Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2006). *Treating Trauma and traumatic grief in children and adolescents*. New York: Guilford Press. ISBN-10# 1-59385-308-4 ISBN 13# 978-1-59385-308-2

Course Description:

This graduate level course will examine the history and development of crisis intervention. A major focus is on acquiring knowledge and developing skills required to effectively intervene and assist children, teachers, administrators and families during times of stress and crisis. The course will also highlight the importance of prevention in decreasing the frequency and severity of crisis situations.

Course goals and objectives:

In order to receive credit for this course, the student will demonstrate:

- (1) basic understanding of the history of crisis intervention
- (2) understanding of the theoretical underpinnings of crisis intervention
- (3) knowledge/understanding of basic models of crisis intervention
- (4) knowledge of ethical and professional responsibilities in the area of crisis intervention
- (5) competency in communicating with parents/guardians, teachers, and other professionals concerning children's needs not only during and following crisis situations, but primarily in a preventative role to bolster support and strengthen coping skills
- (6) ability to identify, recommend, and implement practical school-based interventions during times of specific individual or group crises
- (7) ability to assist in developing, critiquing, and reviewing specific school crisis prevention and intervention plans
- (8) ability to interface with community agencies and outside support networks to access and provide additional social and psychological support for children and families

Students will demonstrate their knowledge and skill by:

- (1) Successfully completing **in-class assignments** and responding effectively in role plays/scenarios.
 Note: Videotapes of student role plays (part of final exam) will be evaluated for crisis intervention skills and application of knowledge.
- (2) Actively participating in class discussions and demonstrating knowledge of assigned readings.
- (3) Earning above 90% on **weekly quizzes**, **mid-term** and **final** exams, and **in-class presentation** on assigned topic.
- (4) Completing weekly **"learning log,"** describing personal reflection, questions regarding crisis intervention, and the major points student considered and investigated each week. The weekly log may also include student's response to in-class role plays and, if applicable, the student's experience in applied settings (e.g., school experiences).
- (5) Conducting in-class training on selected topic (students are responsible for an assigned topic), providing class with pertinent information and concise handouts for selected topic. This includes a 40-minute overview of important points related to student's selected topic, including ideas for a 5-minute spotlight that would be appropriate for school personnel and a brief staff training. This demonstrates student's ability to boil down large amounts of information into easy-to-understand information for other adults (teachers and parents).
- (6) Evaluating the content of a school district's or organization's crisis prevention plan, offering feedback (in class). Student must identify their role in the school's crisis plan and how this role fits in with others' roles and responsibilities.
- (7) Sharing **two** children's books, following outlined bibliotherapy activity format. Bibliotherapy may be for an individual child, small group, or classroom. Each student presents two 15 minute mini-lessons (reviewing a children's book and presenting two ideas for associated activities that are aligned with the specific skill being taught). This involves practicing bibliotherapy skills and also offers an opportunity to receive constructive feedback from professor and classmates.

Course Grading System:**22 Points: QUIZZES**

Quizzes are scheduled in the syllabus. Quizzes are at the beginning of each class period.

Quizzes will be administered promptly at 1:00. **No make-ups for quizzes will be offered.** Quizzes will either review previous material or will cover assigned readings for the day.

26 Points: ATTENDANCE AND CLASS PARTICIPATION

Attendance is very important to the student's success in this course. Critical learning occurs through role play and in-class activities. Each student is required to keep track of their class attendance and tardies on the class point sheet (attached to the syllabus).

10 Points: PRESENTATION on special topic (includes ppt & handout)

Each student group will present on an assigned topic.

This entails preparing a **1-2 pg handout**, short power-point with **15 slides**, and **40 minute lecture/learning activity/class discussion**. **On June 13**, each group will also offer suggestions on presenting major points to a 5-minute **staff training** (how to highlight the most important points and offer insights that will guide adults to offering better support for children.

12 Points: MIDTERM –Due **May 23** before class. This will take approximately 2 hours to complete.

Midterm with consist of 6 essay questions related to lecture topics and assigned readings.

30 Points: FINAL EXAM The final exam reviews the entire course. The final exam consists of four parts:

- (a) 10 points: 5 minute videotaped role play (including self and peer reviews)
- (b) 5 points: 2 completed bibliotherapy lesson plans ---2.5 points per lesson plan
- (c) 5 points: “learning log”
- (d) 10 points ---6 essay questions (requiring essay-type response)

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Grading Criteria

4.0	A	96-100 points	96% - 100%
3.7	A-	91 - 95 points	91% - 95%
3.4	B+	87 - 90 points	87% - 90%
3.0	B	83 - 86 points	83% - 86%

Grades below 83 points are considered unacceptable and remediation plan will be created.

2.7 B- 80 – 82 points 80% - 82% Student may need to retake the class. Remediation plan will be made with student.

-Failure (C+ and lower). Student will need to retake the class.

2.4	C+	77 – 79 points
2.0	C	73 - 76 points
1.7	C-	70 - 72 points
1.4	D+	67 - 69 points
1.0	D	63 - 66 points

GRADE-SHEET----CPSE 655 Spring Semester 2017

NAME: _____

CLASS ATTENDANCE & WEEKLY QUIZ

T=TARDY, A=ABSENT, P=PRESENT

Attendance: 2 points if on time, prepared, & participated

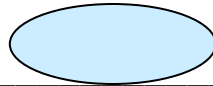
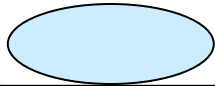
& participation **Quiz (max 2 points per quiz)**

_____	May 2	No Quiz	first day of class: History of Crisis Intervention & Basic Theories of Crisis Intervention
_____	May 4	_____	Basic skills: Crisis Intervention
_____	May 9	_____	Suicide
_____	May 11	_____	Crisis Plans (bring your district/school crisis or organization’s plan)
_____	May 16	_____	Death & Serious Illness
_____	May 18	_____	Aggression, Guns, Drugs, Gangs----STUDY GUIDE FOR MIDTERM
_____	May 23	“Normal” Types of Crisis	no quiz_ MIDTERM due before class
_____	May 25	_____	Fear & Anxiety
_____	May 30	_____	Prevention & Professional Burnout
_____	June 1	_____	Media & Communication
_____	June 6	_____	Abuse: emotional, physical, or sexual, PTSD
_____	June 8	_____	Cultural Issues in Responding to Tragedy—(includes language & religious/spiritual issues)
_____	June 13	_____	LAST DAY OF CLASS Training Staff, Effective Instruction; Legal Issues--Small groups present 5 minute staff training

NO CLASS ON JUNE 15.

FINAL DUE 1:00 June 22

TOTAL



26 maximum pts

22 maximum pts

ATTENDANCE & prep

QUIZZES

FINAL DUE 1:00 June 22

Final video role play is included in final exam grade. Final Exam breakdown of points and grading rubric are included in this syllabus. The written portion of the final exam covers the entire course. The final exam consists of four parts: (a) 6 written essay questions, (b) videotaped role play (including a self and peer review), and (c) two Bibliotherapy lesson plans (each lesson plan must include an associated activity, & (d) “learning log”

DUE DATE: All materials for the class (except the final exam) are due on or before Tuesday, June 13 at 7:00 pm

NOTE: Because of in-class learning activities, attendance is imperative. Each absence results in a 2 point deduction from your total grade. Each tardy is a deduction of 1 point from total grade. No make-ups will be offered for missed quizzes (2 points per quiz).

_____	22 Points: QUIZZES (2 points per quiz---There are 11 quizzes)
_____	26 Points: ATTENDANCE AND CLASS PARTICIPATION (13 classes)
_____	10 Points: Small group PRESENTATION on special topic (includes ppt & handout)—40 minute presentation
_____	12 Points: MIDTERM (May 23) – 6 essay questions
_____	30 Points: FINAL EXAM & video role plays (self & peer review), 2 bibliotherapy lesson plans & “learning log”
_____	TOTAL POINTS (total of 100 possible points)

NO POINTS, but must complete 10 hours of training or crisis-related volunteering outside of class.

4.0	A	96-100 points	96% - 100%
3.7	A-	91 - 95 points	91% - 95%
3.4	B+	87 - 90 points	87% - 90%
3.0	B	83 - 86 points	83% - 86%
2.7	B-	80 - 82 points	80% - 82%

Grades below 83 points are considered unacceptable –Failure (C+ and lower)

NOTE: Student performance, specifically in the areas of knowledge, skills, and professional disposition, will be assessed during the course. This information will be reviewed during the semester faculty evaluations of student progress. The student will be apprised of their standing midway through the course in addition to after all course assignments are graded. If a student's performance is unsatisfactory in any of these three major areas (knowledge, skills, and disposition), the professor will set up an interview with the student to discuss a possible remediation plan.

(1) **KNOWLEDGE**: Students earning a semester total below 83 points or below (a grade of "B-" or less) on their final exam score will be considered *unsatisfactory* in their knowledge base. *Marginal* performance will be designated to students earning between 83-86% on their final exam score.

(2) In order to assess **SKILLS**, students will be provided with both peer and professor's feedback to videotaped crisis vignettes and in class role-plays. Students will also be self-evaluating their own helping skills and making plans for improvement and evaluating/measuring improvement (goal setting).

(3) **PROFESSIONAL DISPOSITION** will be assessed in terms of promptness to class; quality of preparation for class (completing readings and contributing to class discussion); sensitivity and responsiveness to ethical and legal matters; sensitivity to multicultural considerations and individual diversity; consistency of attention and interpersonal involvement in class; openness/responsiveness to feedback; cooperation and collaboration in group learning activities; and feedback regarding professional disposition from practicum sites (for SP students).

Students will be apprised of their progress throughout the semester (grades on quizzes, feedback on peer-reviewed work, etc.) and will receive formal written feedback from the professor midway through the course and upon completing course assignments/requirements. Regarding their performance in CPSE 655, students will be informed by the professor in writing of information shared in faculty meeting end of semester student evaluations.

655 LECTURE OUTLINE OF CLASS READINGS & ASSIGNMENTS

May 2—Tuesday OVERVIEW OF COURSE: Review Course Objectives and Calendar; Review Grading/Evaluation Criteria; Review Model/Format for presenting on special topics (select topics and form groups; Describe in-class presentations (1 to 2 pg handout, 15 slides ppt, short list of key websites, summary of key resources)

#1 Lecture: HISTORY & theoretical basis for crisis intervention (a) Background History of Crisis Counseling & (b) Crisis Intervention in the Schools

May 4 – Thursday

Prayer & Spiritual Thought:

Sharing an awesome resource (book, metaphor, website, video, activity):

#2 Lecture: (1) CRISIS INTERVENTION SKILLS, (2) UNDERSTANDING THE NEEDS OF THOSE IN CRISIS (3) BIBLIOTHERAPY

REQUIRED READING: Heath & Sheen: pgs 1-63

IN CLASS ACTIVITIES: role playing crisis skills and strategies

May 9 – Tuesday

Prayer & Spiritual Thought:

Sharing an awesome resource (book, metaphor, website, video, activity):

#3 Lecture: SUICIDE

REQUIRED READING: Sandoval article from *School Psychology Forum*

[http://www.nasponline.org/publications/spf/issue2_2/sandoval.pdf]; Heath & Sheen: pgs 82, 118, 121, 125, 126

IN CLASS ACTIVITIES: Role play

PRESENTATION on Suicide

BIBLIOTHERAPY:

May 11 - Thursday

Prayer & Spiritual Thought:

Sharing an awesome resource (book, metaphor, website, video, activity):

#4 Lecture: DESIGNING DISTRICT WIDE CRISIS PLANS

REQUIRED READING: Heath & Sheen: pgs 23-43

IN-CLASS ACTIVITIES: Evaluating school crisis plans (if possible, bring a plan from your district, agency, or work site)

May 16 - Tuesday

Prayer & Spiritual Thought:

Sharing an awesome resource (book, metaphor, website, video, activity):

#5 Lecture: DEATH and SERIOUS ILLNESS

REQUIRED READING: **Heath & Sheen: pgs 64-76; **1 article sent via e-mail: Heath et al (2005). Bibliotherapy: A resource to facilitate emotional healing and growth;

IN CLASS ACTIVITIES: Role Plays & Bibliotherapy

STUDENT PRESENTATION:

BIBLIOTHERAPY:

May 18 – Thursday

Prayer & Spiritual Thought:

Sharing an awesome resource (book, metaphor, website, video, activity):

#6 Lecture: AGGRESSION, GUNS, DRUGS, & GANGS

REQUIRED READING: Review: **Early Warning/Timely Response - From the NASP website**

IN CLASS ACTIVITIES: Role play aggression and violence scenarios

BIBLIOTHERAPY:

STUDENT PRESENTATION:

May 23– Tuesday---MIDTERM due before class

Prayer & Spiritual Thought:

Sharing an awesome resource (book, metaphor, website, video, activity):

#7 Lecture: “NORMAL” TYPES OF CRISIS

REQUIRED READING: Heath & Sheen: pgs 77-130

BIBLIOTHERAPY:

PRESENTATION:

May 25 – Thursday

Prayer & Spiritual Thought:

Sharing an awesome resource (book, metaphor, website, video, activity):

#8 Lecture topic: FEAR AND ANXIETY

REQUIRED READING: Cohen, Mannarino & Deblinger pgs 75-86; Merrell activity (relaxation)

IN CLASS ACTIVITIES: Role plays & Bibliotherapy

BIBLIOTHERAPY:

STUDENT PRESENTATION:

May 30 - Tuesday

Prayer & Spiritual Thought:

Sharing an awesome resource (book, metaphor, website, video, activity):

#9 Lecture Topic:

(1) THE ROLE OF PREVENTION: SCHOOL-WIDE PROGRATHURSMS

(2) PROFESSIONAL BURNOUT

(3) Alternative strategies to replace “debriefing”

REQUIRED READING: Heath & Sheen: pgs 150-159;

IN CLASS ACTIVITIES: Information will be presented in class about “debriefing” and controversy surrounding this intervention.

We will role play a situation in which we are helping immediately following a tragedy.

June 1 – Thursday

Prayer & Spiritual Thought:

Sharing an awesome resource (book, metaphor, website, video, activity):

#10 Lecture Topic: MEDIA AND COMMUNICATION

REQUIRED READING: (1) Heath & Sheen: pgs 54-57; (2) BOOKLET: SAMSHA (Melissa will share these with the class)

IN CLASS ACTIVITIES: Small group discussions about Media and Communication

BIBLIOTHERAPY:

June 6 – Tuesday

Prayer & Spiritual Thought:

Sharing an awesome resource (book, metaphor, website, video, activity):

#11 Lecture topic: Abuse: emotional, physical, or sexual, PTSD

REQUIRED READING: (1) Heath & Sheen: pgs 55, 116-117, 122-124; (2) DSM-IV--- PTSD section (Melissa will provide this prior to class)

IN CLASS ACTIVITIES: Role plays & Bibliotherapy

BIBLIOTHERAPY:

STUDENT PRESENTATION:

June 8– Thursday

Prayer & Spiritual Thought:

Sharing an awesome resource (book, metaphor, website, video, activity):

#12 Lecture topic: CROSS CULTURAL ISSUES IN RESPONDING TO TRAGEDY

REQUIRED READING:

Readings listed below will be sent via e-mail)

- Athey, J., & Moody-Williams, J. (2003). *Developing cultural competence in disaster mental health programs: Guiding principles and recommendations*. Rockville, MD: U.S. Department of Health and Human Services.

- Canada, M., Heath, M. A., Money, K., Annandale, N., Fischer, L., & Young, E. L. (2007). Crisis intervention for students of diverse backgrounds: School counselors' concerns. *Brief Treatment and Crisis Intervention*, 7(1), 12-24.
- Heath, M. A., Annandale, N. O., Ryan, K., & Smith, T. B. (2006). School crisis plans and sensitivity to diversity: *Who are we planning for?* *Communique*, 35 (3), 30-32.
- Kemple, A. E., Heath, M. A., Hansen, K., Annandale, N. O., Fischer, L., Young, E. L., & Ryan, K. (2006). Cultural sensitivity in school-based crisis intervention. *Communique*, 34 (7), 34-37.

IN CLASS ACTIVITIES: Small group discussion of readings

BIBLIOTHERAPY:

PRESENTATION:

June 13 – Tuesday

Prayer & Spiritual Thought:

Sharing an awesome resource (book, metaphor, website, video, activity):

13 **Lecture topic:** Training Staff, Effective Instruction; Legal Issues

REQUIRED READING: (1) Heath & Sheen: 142-149

VIDEO TRAINING - list of available videos on crisis intervention

IN-CLASS ACTIVITY: **STAFF TRAINING** ---In class small groups present a 5-minute staff training (from your group's 40 minute presentation)

ALL STUDENT PRESENTATIONS ---5 minute staff trainings (information boiled down from your previously presented 40 minute class presentation). REVIEW: Pulling together & organizing handouts & basic study guide for final

NO CLASS on JUNE 15 Thursday

FINAL EXAM materials are Due 7:00 pm on June 21

Respecting individual and group differences is not only a professional issue, it is a basic tenet of Brigham Young University's honor code. Disrespect or discrimination will not be tolerated.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5859, D-282 ASB.

Suggested Readings:

- *Brooks, B., Siegel, P. M. (1996). *The Scared Child: Helping Kids Overcome Traumatic Events*. New York: John Wiley.
- *Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2006). *Treating Trauma and traumatic grief in children and adolescents*. New York: Guilford Press.
- *James, R. K. (2008). *Crisis Intervention Strategies* (6th ed.). Belmont, CA: Thomson, Brooks/Cole.
- *Brock, S. E., Sandoval, J., & Lewis, S. (2001). *Preparing for Crises in the Schools* (2nd ed). New York: John Wiley & Sons.
- *Gil, E. (1991). *The healing power of play: Working with abused children* (paperback). New York: Guilford Press.
- *Poland, S., & Pitcher, G. (1992). *Crisis Intervention in the Schools*. New York: Guilford Press.
- *Brock, S.E., Lazarus, P.J., & Jimerson, S. R. (2002). *Best Practices in School Crisis Prevention and Intervention*. MD: National Association of School Psychologists.
- *Sandoval, J. (2002). *Handbook of Crisis Counseling, Intervention, and Prevention in the Schools* Lawrence Erlbaum Associates, Inc.
- **Crisis Intervention* (Nancy Webb)
- **Living with Grief: Children, Adolescents, and Loss* (Paperback) (Doka)

Internet Site Downloads:

Dwyer, K., & Osher, D. (2000). *Safeguarding our children: An action guide*. Washington DC: U.S. Departments of Education and Justice, American Institutes for Research. Available: <http://cecp.air.org/guide/actionguide.htm>

- Dwyer, K., Osher, D., & Warger, C. (1998). *Early warning, timely response: A guide to safe schools*. Washington, DC: U.S. Department of Education. Available: <http://www.ed.gov/offices/OSERS/OSEP/Products/earlywrn.html>
- LaGreca, A. M. (2002). *Children Safe Project* (funded by the BellSouth Foundation) Miami Dade County Public Schools Available: <http://www.keepingchildrensafe.com>
- Thornton, T. N., Craft, C. A., Dahlberg, L. L., Lynch, B. S., & Baer, K. (2000). *Best Practices of Youth Violence Prevention: A Sourcebook for Community Action*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Available: <http://www.cdc.gov/ncipc/dvp/bestpractices.htm#Download>
- United States Secret Service & United States Department of Education. (2002). *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*. Washington, DC: U.S. Government Printing Office. Available: www.ed.gov/offices/OESE/SDFS/publications.html
- United States Secret Service & United States Department of Education. (2002). *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*. Washington, DC: U.S. Government Printing Office. Available: <http://www.ed.gov/offices/OESE/SDFS/preventingattacksreport.pdf>

Organizations with Crisis Information:

- National Center for PTSD (Post Traumatic Stress Disorder)
<http://www.ncptsd@ncptsd.org>
- American Association of Suicidology
<http://www.suicidology.org>
- SPRC** Suicide Prevention Resource Center
<http://www.sprc.org/>
- Center for Mental Health in Schools
<http://smhp.psych.ucla.edu/>
- National Child Traumatic Stress Network - Child Trauma Home**
http://www.ncetsnet.org/ncets/nav.do?pid=hom_main
- National Organization for Victim Assistance (NOVA)
<http://www.try-nova.org>
- NASP-National Emergency Assistance Team (NEAT)
<http://www.naspweb.org>
- Federal Emergency Management Agency (FEMA)
<http://www.fema.gov/kids/>
- National Association of School Psychologists (NASP)
http://www.nasponline.org/resources/crisis_safety/index.aspx
- National Center for Mental Health Promotion and Youth Violence Prevention
<http://www.promoteprevent.org/Resources/briefs/mental%20health.html>
- Red Cross Masters of Disaster (teaches kids prevention skills, crisis response, & survival skills)
<http://www.redcross.org/disaster/masters/>
- SAMSHA Disaster Mental Health Assistance Center
<http://mentalhealth.samhsa.gov/dtac/resources.asp>
- SAMSHA Matrix: Disaster Readiness & Response
http://www.samhsa.gov/Matrix/matrix_disaster.aspx

Resources to assist in reviewing school/agency crisis plans:

- (1) NOTE: Review our text book's **Heath & Sheen pgs 23-43** to assist you in evaluating your school district's crisis plan.
- (2) *Emergency Exercises: An Effective Way to Validate School Safety Plans* Volume 2- Issue 3, 2006
http://rems.ed.gov/docs/Emergency_NewsletterV2I3.pdf
- The publication was funded by the Office of Safe and Drug-Free Schools at the U.S. Department of Education
- (3) <http://www.ed.gov/pubs/AnnSchoolRept98/com.html>
Annual Report on School Safety--October 1998

This report (above) lists ways schools and communities can develop crisis plans. They list ways to identify and measure problems, how to set measurable goals, how to identify research-based programs and strategies, how to implement a comprehensive plan (gearing up for implementing the plan, and how to evaluate the plan and how to revise the plan based on the findings from the evaluation.

The following paragraphs are copied from this website.

There are three kinds of evaluation: **process (formative)**, **outcome (summative)**, and **impact**. A process evaluation describes and assesses the quality of implementation activities. An outcome evaluation studies the immediate or direct effects of an intervention. An impact evaluation looks beyond the immediate results of policies, instruction, or services to identify longer-term as well as unintended effects. It also examines what happens when several programs and strategies operate in unison. Ideally, an evaluation of the plan's programs and strategies compares groups before and after the plan is implemented. Data from surveys, interviews, incident records, disciplinary referrals, and other relevant information need to be collected before and after the implementation of the plan's programs and strategies to assess whether the plan is having the desired effects on student attitudes, beliefs, and behavior. In this way, the evaluation tells us whether anything has changed and whether the change is attributable to the specific intervention. If

improvements are greater in the intervention group than in a comparison group (one that did not receive the intervention, received it to a lesser extent, or received something different), the intervention is considered a success. This type of evaluation effort requires careful selection of research design, methods, and instruments. It makes sense to seek professional help from evaluation experts through local universities or evaluation research organizations.

Revise the plan on the basis of the evaluation. A well-designed evaluation yields useful information. The results may suggest that changes should be made in the selection of programs and strategies, that additional training is warranted, or that other people need to be involved. If a school administers a comprehensive school safety plan for several years with little impact on violence, perhaps an entirely new plan needs to be implemented. Recommendations for improvement are identified through interviews with the stakeholders, surveys, or focus groups. These assessments reveal which activities were most effective, what materials worked best, how barriers were overcome, and what type of students received the most or least benefit and why.

655 small group PRESENTATION & HANDOUT						
10 points for presentation and handout						
	0	2	4	6	8	10
In-Class Presentation	Did not participate in presentation	minimal presentation skills, minimal evidence of understanding, includes misinformation, major points are not emphasized, disorganized; and not adequately communicated. Substandard preparation is evident.	superficial preparation; minimal organization; major points not identified not well developed; and reflects few basic presentation skills	adequate presentation skill; major/important points are identified; not well developed; needs more preparation	sufficient preparation; demonstrates average presentation skill; attends to important points but not sufficiently organized nor fully developed	professionally presented (dress and skill in presenting are appropriate); points are clearly communicated & presentation holds interest of audience; extensive preparation is evident
1-2 page Handout accompanying presentation	Did not prepare handout.	minimal writing skill; minimal evidence of understanding; major points are not emphasized; disorganized; numerous typos; poorly written & does not hold reader's interest	substandard organization; major points are not well developed; several typos; reflects basic writing skills	adequate writing skill –adequate development; major/important points are identified but not well organized nor developed	demonstrates above average writing skill; attends to important points; well organized	exceptional writing skill; well written; information is well organized; points are succinctly and accurately expressed; holds reader's interest; follows APA style
Feedback:						

In-Class ROLE PLAYS 655 Crisis Counseling Skills	Points
position (score range 0-2)	
body language (score range 0-2)	
speech (score range 0-2)	
action plan (score range 0-2)	
follow-up (score range 0-2)	
TOTAL (10 possible points)	

SCORING:

0= No evidence of skill or this type of intervention would do harm
 .5 = Minimal skill; minimal support for student, but better than nothing
 1= Basic skill –adequate- what you would consider adequate to fit the need of a crisis situation—attends to important points
 1.5= Above average skill, attends to important points and builds a sense of hope, appears confident and calm. Student would be comfortable with this type of psychological first aid
 2= Exceptional skill indicates that student would feel very comfortable with this type of intervention, appears confident and calm; empowers those involved, puts all at ease and there is a feeling of safety and trust

ROLE PLAY: Identify specific parts that might be strengthened (explain how to strengthen these weaker spots)

CPSE 655 LEARNING LOG

Include personal reflections, questions regarding crisis intervention, and the major points you considered and investigated each week.

Date	Comments
May 2	
May 4	
May 9	
May 11	
May 16	
May 18	
May 23	
May 25	
May 30	
June 1	
June 6	
June 8	
June 13	

CPSE 655 Final Exam Grading Rubric

The final exam is a review of the entire course. The final exam consists of four parts: (a) essay questions, (b) videotaped role play (self and peer review), and (c) two completed bibliotherapy lesson plans (previously shared in class), and (d) “learning log” ---The learning log is a SHORT entry each week describing personal reflection, questions regarding crisis intervention, and the major points student considered and investigated each week. The weekly log may include student’s response to in-class role plays and, if applicable, the student’s experience in applied settings (e.g., school experiences; chaplain experiences).

All class materials & assignments (except the final exam) are due on or before Tuesday June 13 before 7:00 pm

NOTE: Videotaped vignettes/role plays (self and peer review of videotape) are also due June 21 prior to 7:00 pm

FINAL EXAM ROLE PLAY 655 Crisis Counseling Skills	Points
position (score range 0-2)	
body language (score range 0-2)	
speech (score range 0-2)	
action plan (score range 0-2)	
follow-up (score range 0-2)	
TOTAL (10 possible points)	

SCORING:

0 = No evidence of skill or this type of intervention would do harm

.5 = Minimal skill; minimal support for student, but better than nothing

1 = Basic skill –adequate- what you would consider adequate to fit the need of a crisis situation—attends to important points

1.5= Above average skill, attends to important points and builds a sense of hope, appears confident and calm. Student would be comfortable with this type of psychological first aid

2 = Exceptional skill indicates that student would feel very comfortable with this type of intervention, appears confident and calm; empowers those involved, puts all at ease and there is a feeling of safety and trust

NOTE: Identify specific parts that might be strengthened (explain how to strengthen these weaker spots)

TEMPLATE BIBLIOTHERAPY FOR CHILDREN

Each student selects 2 books. The book will match a lecture topic: See sign-up sheet

Note: Please only submit a book that you consider to be of high quality.

Book Title: Author: Publisher: Year & ISBN#: Number of Pages: Reading Level: Interest level:	
Book Synopsis: <i>Describe the book's plot, then explain how you would use this book in group or individual counseling. Indicate why this book would be helpful: What need does this book address and how does this book support students?</i>	
Lesson objective(s): <i>In one or two sentences identify the basic goal for your bibliotherapy lesson.</i>	
Materials & advance preparation: <i>List materials needed for pre-reading and post-reading activity.</i>	
Key vocabulary or concepts: <i>List terms that might not be familiar to students.</i>	
Pre-reading activity	<i>Describe how you would introduce the book. Select a couple of questions to increase students' interest.</i>
Post-reading discussion	<i>List a few engaging questions that will elicit discussion. You might refer to a specific picture or statement and ask students what they might think about this.</i>
Post-reading activity	<i>Specify two post-reading activities. This offers two options---however, only one will be selected by the person who is providing the bibliotherapy. Please take time to develop two really good activities that engage children and provide an opportunity to extend learning into practical application.</i>
Closure:	<i>Wrap up the lesson with a few statements fortifying the lesson's objectives. You could offer a challenge to engage students in applying the lesson's objectives. Include at least one statement that could be written on the board or displayed in the classroom as a reminder.</i>

EXAMPLE OF BIBLIOTHERAPY LESSON PLAN

NOTE: The following two lesson plans were taken from

Heath, M. A., & Cole, B. V. (in press). Strengthening classroom and teachers' emotional support for children following a family member's death. *School Psychology International*. doi: 10.1177/0143034311415800

Bibliotherapy Classroom Lesson Plan: *I Miss You*

Age Range: 5-9 years

Learning objective: This book will help children understand the feelings and behaviors that often accompany the death of a loved one. All living things eventually die, but when someone we love dies, our sadness and grief make it difficult to be happy. Grief makes it difficult to make friends and learn in school. Memories and remembering the good things about the person who died, help us be happy again.

Book: Thomas, P. (2001). *I miss you*. New York, NY: Barron's Educational Series.

ISBN-13: 9780764117640; ISBN-10: 0764117645

This 29 page children's picture book is recommended for children ages 5 years and older

Written for adults to read with children, this book helps adults ask a few questions facilitating children's understanding of death and how death affects our thinking and emotions. It can be read to a classroom, small group of children, or an individual child.

List of supplies/materials needed for post-reading activity:

A box about the size of a shoe box and materials to decorate the box: paper, glitter, glue, crayons, markers and magazines (to cut out pictures)

Pre-reading discussion: When a classmate experiences a family member's death, children may be curious about what this means. Ask the children, "How do you know someone is alive?" "Have you seen a dead insect, bird or flower?" Either before reading the book or during the story, ask, "Has one of your pets died?" Briefly discuss this, and then ask, "Has someone you loved died?" If several children want to share their stories, you may need to focus their comments on a few details, letting them know that their stories can be shared in greater detail at another time. For later use, keep a list of children who have experienced a loved one's death. Teachers may want to share information about this book with parents, letting them know "death" was discussed in the classroom and children may want to continue their discussion at home. Additionally, parents may share information about their child experiencing a significant loss. Loss may include moving to a new school.

Share this information prior to reading to the class: After the death of a loved one, we have many different feelings. We may feel sad, angry, worried, or unhappy. We may even have thoughts that aren't true, like, "I did something to make them die." You are **not** responsible for another's death. Even if you were present when a person dies, you are not responsible for their death.

Story's background: Visually the main character is a little girl with blonde/brown hair, but the character is not given a name so the text is easily generalized to boys and girls. The pictured loss is of a grandmother, although the book does not describe a specific type of loss. The text gives the reader three prompts to ask the child or children: (1) "Has anyone you know died? How did they die?" (2) "After someone dies it is normal to feel sad, angry, guilty, afraid, and even happy. What are you feeling?" (3) "Do you have someone you can talk to when you are feeling sad? What kinds of things make you feel better, right now?"

Pre-reading question: Have you ever felt sad or mad when you didn't get something you wanted? When someone dies, sometimes we want them back, and it makes us sad and mad. We are sad they are gone, and mad that they aren't here anymore.

Post-reading discussion and activity: Talk with the children about thoughts and memories. Decorate a box with tissue, construction paper, glitter, and whatever decorating materials are available. Call it a *memory box*. Encourage the children to discuss their positive memories of the person who died. Help them find a magazine picture that represents a positive memory. Cut the pictures from the magazines, then place these pictures inside the box. For children who have not had a significant loss, they can participate by identifying happy memories of loved ones that they do not want to forget.

Bibliotherapy Classroom Lesson Plan: *Kira-kira*

Age Range: Recommended for 12 years and older

Learning objective: Guilt crowds out happy feelings. Address self-blame (guilt) and help students understand that they are not responsible for a loved one's death.

Book: Kadohata, C. (2004). *Kira-kira*. New York, NY: Atheneum, Simon & Schuster.
 ISBN-13: 9780689856396; ISBN-10: 0689856393
 This 244 page chapter book's reading level is approximately 4th grade.
 This book was awarded the Newbery Medal Winner (2005).

Supplies/materials needed for post-reading activity:

Balloon; paper, pen, and markers for each student; glitter pen or glue and glitter

Pre-reading discussion: Death is a hard topic to discuss. We use several words to describe death: "Passed away," "Kicked the bucket," "Expired," "Passed to the other side," "Went to a better place," "Is with the angels," etc. These terms are confusing. Why do we use such strange words to talk about someone who died? Why is it hard to talk about death?

Share this information prior to reading to the class: After the death of a loved one, we may have feelings of guilt. We may remember something we thought, said, did, or didn't do that makes us feel very sad. We may even feel responsible for the death. However, you are **not** responsible for the death. These thoughts of guilt need to be discussed, then shrunk (like deflating a blown up balloon), put aside, and replaced with this statement: You are **not** responsible for the death.

Story's background: *Display the book's cover.* This story takes place in the 1950's when Eisenhower was the U.S. President. Because of financial difficulties, the family closed their oriental food store and moved from Iowa to the deep south, Georgia. Being of Japanese heritage, their family (mother, father, older sister Lynn, Katie—main character, and little brother Sam) experienced racial prejudice, making them feel unwelcomed. Four years older than Katie, Lynn taught Katie her first word: kira-kira, which meant "glittering, shining." Lynn pointed to the nighttime stars and instructed baby Katie to say kira-kira, kira-kira, over and over again. Katie loved this word and as she grew older she used it to describe everything she liked, including blue skies, kittens, puppies, and butterflies. The first part of the book describes Lynn as a kind, sweet, big sister. However, as a young teenager, she became very sick with cancer (Lymphoma). She was tired, slept a lot, and was sometimes irritable. At age 15, Lynn became very sick and was hospitalized. Most of the family's money went to pay Lynn's medical bills. The mother and father worked very hard to pay their mounting bills. Tension was high. Everyone was exhausted. Even Lynn, typically easy to get along with, became irritable and demanding. After being released from the hospital, Lynn remained very ill and weak. Katie slept close to her so she could hear her sister and tend to her needs. Restless and in pain, Lynn asked Katie to bring her drinks (water and milk) in the middle of the night.

Pre-reading question: Have you ever felt angry about having to help someone? Afterwards, have you felt guilt and sadness about your thoughts and actions?

NOTE: Read aloud pages 180- first part of chapter 13, to the middle of page 184.

Explain the following details: It was Thanksgiving weekend. Everyone needed a break from each other. The parents made Katie and Sam (younger brother) go camping with an Uncle. Lynn remained critically ill for several more months. After New Year's Day, Lynn died. The father told Katie that Lynn died. Katie had much sadness remembering her sister. The memory of getting angry with Lynn who wanted milk and water in the middle of the night made Katie feel especially guilty and sad.

NOTE: Read aloud pages 216-224

Post-reading discussion and activity: *Blow up the balloon to full capacity. Explain:* This balloon is like Katie's feelings. When Katie felt overwhelming sadness and guilt about her sister, the balloon (representing Katie's feelings) was stretched to its limit, filled to the maximum with guilt and sadness. You cannot blow more air into the balloon because there is no more room. But, then Katie's Uncle helped her let go of some of her guilt (*let air out gradually*), allowing room for other thoughts and feelings. Later Katie thought of good things, especially the love she and her sister shared. She thought about their floating kleenex butterflies.

Instructions: *Pass out paper, pens, and markers.*

Use your creativity and write a journal entry that Lynn (who is now dead) would write to Katie, letting her know that the angry words spoken to each other (when the milk and water were spilled) were tiny in comparison to all the other wonderful memories. Let Katie know that she does not need to feel guilty. *As a class, share and discuss these journal entries.* Outline your journal entry with a glitter pen or glue and glitter. Remember, in Japanese, kira-kira means glittering and shining.