

28-600h.

FORMAT 2 (Algo)

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**  
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

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**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

**SUBMITTED BY:**

<b>Department</b>	<b>Counseling</b>	<b>College/School</b>	<b>School of Education</b>
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**COUN F629 Counseling Interventions**

Course examines various intervention strategies/techniques for working with individuals across the lifespan in a variety of situations. Attention is placed on assisting children, youth and adults in accomplishing developmental tasks appropriate to their developmental level. Prerequisite: COUN F600.

Students who take the course will be trained in specific strategies to work with adult populations, making them better prepared for potential work in their field.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus wide curriculum committee is to continue course change and new course

applications to make sure that the quality of IAE education is not lowered as a result of the proposed change. Please

**UAF Counseling Program**  
**Counseling Interventions for Adults (COUN F629) – 3 credits**  
**4:10-7:10pm; Gruening Building**

Instructor: Christine Rojas Cook    E-Mail: crcook@alaska.edu  
Office: 708A Gruening Building    Office Hours: Monday & Thursday 1:30-3:30; or by appt.  
Work Phone: 907-474-5743    Work Fax: 907-474-5451  
Audio Conference Codes: 1-800-570-3591    Participant Pin: 3709703

**Course Description:** Examines various intervention strategies for working primarily with adult individuals in a variety of situations. Attention is placed on assisting adults in accomplishing developmental tasks appropriate to their psychosocial growth. Descriptive intervention techniques with respect to assessing individuals in crisis will be discussed and strategies for handling those crises situations will be examined. Prerequisites: COUN 623; admittance to the Counseling program; or permission of instructor.

**Course Goals:** The major goal of this course is to provide students with an understanding and experience in the fundamental techniques commonly employed in counseling interventions with adult populations.

**Course Learning Outcomes:**

- Reflect on and examine attitudes and beliefs about counseling intervention topics, and thoughts, feelings, biases related to counseling adults in crisis
- Demonstrate knowledge of issues, dynamics, and challenges related to counseling adults
- Utilize beginning assessment skills to understand a client's background and problem
- Prepare an intervention plan which employs intervention techniques and methods appropriate to the developmental level and level of risk of the client
- Recognize risk and protective factors that determ

**Required Texts:**

James, R. K. (2007). (6<sup>th</sup> Ed.). Belmont, CA: Thomson  
Brooks/Cole. (ISBN: 9780495100263)

Kanel, K. (2012). (4<sup>th</sup> Ed.). Belmont, CA: Thomson Brooks/Cole.  
(ISBN: 9780840034298)

**Recommended Text:**

American Psychological Association (2010).  
(6<sup>th</sup> Ed.). Washington, DC: American Psychological Association.  
ISBN-13: 978-1-4338-0561-5

Please utilize the edition specified. Other readings may be assigned by the instructor throughout the term.

**Course Evaluation:** Students will be evaluated based on six major criteria: class participation, journal critiques, book review, group presentation, the formal paper and presentation, and a final exam. All assignments need to be turned in via the Assignments link on blackboard, but local students must also turn in a hard copy at the **start** of the class in which it is due. Please title your documents using the course number, assignment name, and your initials (i.e., COUN629\_FormalPaper\_CC).

All papers need to be word-processed, double-spaced, and include a list of references where applicable. Papers are expected to be well-written, well thought out, and be grammatically correct. According to William Stunk Jr. in :

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.

Furthermore, use quotes sparingly. When citing from another source, summarize material unless there is no better way to capture the information. APA recommends using no more than 3 tables or figures in a paper, and similar guidelines should be followed for the use of quotes.

Unless stated otherwise, writing should conform to APA style, including citations and references. It should NOT have a title page, an abstract, or be bound in a binder. Papers need to be in final form when turned in – papers will not be allowed to be re-done. Whereas well constructed papers tend to receive higher marks, poorly written papers will receive lower grades.

1. **Class participation:** Attendance and participation in class is required. It is expected that students will come to class prepared – having completed readings, completed

sessions, *if a session is missed students are expected to complete a 3-page review of the readings assigned for that session along with their personal reaction* – i.e., what stands out most, what questions and/or concerns might you have regarding the topics discussed, what information was most beneficial and what type of information would have been beneficial to include. The review is due prior to the beginning of the next session after the missed class.

Your participation grade will reflect your attendance, your ability to integrate information, adequately discuss your viewpoints, and appropriately respond to feedback.

**All personal information shared in class, or within the course blackboard site, should be kept confidential.** Instructors do keep information confidential, but there may be times that other teaching professionals may be consulted if deemed necessary, or may have access to your work for grading purposes. (40 points)

2. **Journal Critiques:** Two critical reviews of recent journal articles (2006 or later) relevant to different intervention techniques/topics. Students are expected to read, analyze, react and report on their articles. Briefly summarize the key points and include your own critique – i.e., how well was this article written/researched; if statistics were included, were they helpful, not explained, etc.; were visuals appropriately utilized; how is this article significant to the field of counseling, to this course, and to you personally. A copy of the journal article is to be attached to the final product. Critiques should be approximately 2-3 pages each. Please title the paper as COUN629\_Journals\_CC (but use your own initials at the end of the title). (20 points each – total of 40 points)
3. **Book Review:** Students are to read a book written about a counseling intervention topic. Write an analysis of the book that discusses specific dimensions involved in counseling individuals presenting with this specific issue and discuss how you can apply the information from the book to your own work as a professional counselor. The paper is to be approximately 5 pages. Please title the paper as COUN629\_BookReview\_CC (but use your own initials at the end of the title). (50 points)
4. **Presentation:** Working in groups (minimum of 2 and maximum of 3), students are to design a presentation on the designated topic to be presented to the faculty or personnel of an agency or other counseling setting. The audience should be presented with the current literature on the topic and appropriate interventions – this should be very practical information for practitioners to utilize in their work settings. Students are to review the literature written about their specific topic and utilize the material to assist in preparing their presentation. A minimum of 5 resources other than the textbooks must be utilized and appropriately cited during the presentation. The length of the presentation should be approximately one hour and needs to utilize a visual format (i.e., Power Point). Groups must email a complete presentation to the instructor at least 24-hours in advance to  
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## **5. Formal Paper & Presentation:**

- a. Students are to write a formal paper on an intervention topic of their choice. The paper should overview the problem, review the current literature, evaluate possible interventions, and discuss dimensions involved in counseling adults presenting with this specific issue. Additionally the paper should describe how the student could apply the information to his or her own work as a professional counselor. This is a formal research paper, so current academic research should be reviewed and appropriately cited – a minimum of 10 sources should be utilized. The content of the paper is to be approximately 12 pages, not including references. Please title the paper as COUN629\_FormaIPaper\_CC (but use your own initials at the end of the title). (100 points)
- b. Paper Presentation: You are to discuss the key points of your formal paper and discuss your topic's applicability to working with individuals in your intended area of specialization. The presentation is to be approximately 10-15 minutes in length, and students need to construct a one-page handout that summarizes the relevant information for their classmates – remember to include appropriate citations on the handout. Students must email a complete copy of the handout to

An incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments, presentation, and examinations, and earned a grade of "C" or better. Normally, a grade of "I" will be given only when there has been participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to complete the course, whether due to negligence or indifference, will result in a grade of "F" unless there has been an official course withdrawal. If an "I" is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester that the "I" was given.

Students must abide by academic integrity standards as outlined in the Student Code of Conduct found in the UAF Catalog: Academic and Regulations Chapter. The UAF Code of Conduct can be found online at [http://www.uaf.edu/catalog/current/academics/regs3.html#Student\\_Conduct](http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct). In this course if it is found that a student has knowingly plagiarized they may receive a failing grade for the course. Remember to use proper citation to avoid plagiarism.

Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As they prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. (Capella University Learner Handbook, 2006, p. 14)

### **Support Services:**

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening Building, or can be reached at 907-474-5314 or 1-800-478-5246. The web site address is <http://www.uaf.edu/english/writing-center/>

**Disability Services:** The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for services. The faculty of the Counseling Program makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. If you believe you are eligible, please contact Disability Services on the UAF campus at 208 Whitaker, 907-474-5655, [uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu), or visit <http://www.uaf.edu/disability> on the web or contact a student affairs staff person at your nearest local campus.



<b>Class Session</b>	<b>Readings to be Discussed</b>	<b>Assignments Due</b>
Week 1	James: Approaching Crisis Intervention (1); Kanel: What is a Crisis (1)	
Week 2	Kanel: History (2); Ethical Issues (3)	
Week 3	James: Culturally Effective Helping (2); Kanel: Cultural Issues and Related Crises (6)	
Week 4	James: Intervention Skills (3); Kanel: The ABC Model (4)	<b>Journal Critiques</b>
Week 5	James: Case Handling (4), & Telephone/Online (5)	
Week 6	James: PTSD (6), Disaster Response (16); Kanel: Natural & Manmade Disasters, and Trauma (9)	<b>Book Review</b>
Week 7	James: Sexual Assault (8); Kanel: Personal Victimization – Child Abuse, Sexual Assault (10)	
Week 8	James: Partner Violence (9); Kanel: Personal Victimization – Intimate Partner Abuse (10)	
	Spring Break – no class	
Week 9	Kanel: Developmental Crisis (7); Serious Illness (12)	<b>Presentation #1</b>
Week 10	James: Personal Loss (11); Kanel: Loss (8); James: Workers in Crisis (15)	<b>Presentation #2</b>
Week 11	James: Crisis in Schools (12), Violent Behavior (13); Hostage Negotiation (14)	<b>Presentation #3</b>
Week 12	James: Crisis of Lethality (7); & (12) p. 423-434 Kanel: Suicide/Homicide (5)	<b>Presentation #4</b>
Week 13	James: Dependency (10); Kanel: Substance Abuse (11)	<b>Presentation #5 Formal Paper</b>
Week 14	<b>Paper Presentations</b>	
Week 15	<b>Final Exam</b>	

**Calendar is subject to revision as necessary**

**Developmental Interventions  
Presentation Evaluation (F629)**  
**Topic:** \_\_\_\_\_

**Name of Presenters:** \_\_\_\_\_  
\_\_\_\_\_

Clear description of the presentation topic and the necessity to explore – 10 points

Clear description of the target audience and the developmental aspects of the target population (i.e., early adult, middle adult, elderly; agency setting clients) – 10 points

Description of a variety of possible interventions in this area – 10 points

Reviewed literature, school or agency policies, and/or state laws related to the topic – 10 points

Effective communication of material; creative and interesting presentation – 10 points

Other comments:

**Total Score (50 possible)** \_\_\_\_\_