

**PROPOSAL FOR DEVELOPING A UNIVERSITY COURSE SYLLABUS
FOR SCHOOL CRISIS PREVENTION AND INTERVENTION**

Recently, there has been an increased awareness of the need for effective crisis intervention in our public schools. Although this focus has not been directed specifically toward the university training of school counselors, it is imperative that there be accountability for appropriate and well-designed college course work and/or practical experiences. University School Counselor programs were polled to determine what type of training and course work is currently offered. To gather pertinent information, approximately 300 school counselors are being surveyed to determine their impressions of university training for crisis intervention. I am also conducting an extensive literature review of crisis intervention in the schools to provide information about current theories, concerns, needs, and practical application. Additionally, I am also reviewing presentations and training at state and national conventions for information about prevention, intervention, and postvention of school crises. After gathering the above information, I am working with Dr. Allen and others to develop a "best practice" syllabus and training guide for a university crisis intervention class. After we accomplish these time consuming tasks, we plan on presenting this information at national and local conferences. We also are going to make all of this information available to professors and universities interested in developing a program of crisis prevention and intervention.

Developing a Course Syllabus for School Crisis Prevention and Intervention

SUMMARY

Partially due to the media's focus on recent crisis/emergency situations in schools, public awareness of the need for crisis intervention has increased over the past decade. The recent Columbine tragedy, along with many other tragedies, revealed the insufficiency of protocols for dealing with violence in schools and the realization that preventative measures must be established in order to prevent the recurrence of such events. The school counselor is seen as a primary person to assist in providing crisis intervention, and also to assist in the development of programs to prevent or decrease the incidence and severity of crises. The need to investigate the current university training of school counselors in light of the specific needs for crisis intervention and prevention in the public schools is of paramount importance at this time. Universities must shoulder the responsibility of preparing school counselors.

I am gathering information from several different sources in order to assess the need for updating, developing, and tailoring university course work to better fit the expanding role of the school counselor. I am also interviewing 300 school

counselors from a randomly selected roster. These school counselors are being interviewed by phone and e-mail. Their input provides feedback about the effectiveness of university training in preparing school counselors for their roles in school-related crisis intervention. Additionally their input provides relevant information to assess and correlate current university training of school counselors and the actual role school counselors play in crisis intervention and prevention. Practicing school counselors will also provide current and practical input to improve university training and supervision of school psychologists.

Professors in University School Counselor Training Programs are also being polled to determine the university's current role in training students in the area of crisis intervention (formal and informal training). Additionally I am gathering information from several sources to aid in developing a "best practice" syllabus in the area of crisis intervention. I also plan a vast literature search of publications in the area of school crisis prevention, intervention, and postvention.

It is incumbent upon universities, through relevant programs, to take a more active role in training school counselors in the area of crisis intervention. By providing mini-skills workshops at national and local conventions we hope to educate counselors about this critical need and give them information to improve crisis intervention. We will do this by reviewing the suggested university "best practice" crisis intervention syllabus and making all research and findings available. Also, specific class activities and projects to better train and prepare school psychology students and interns will be reviewed. University supervision of crisis intervention will also be discussed.

Conclusion

I am very excited about this project! Since I am planning on getting my master's in counseling and special education, the opportunity to work on such a cutting-edge project is very valuable and interesting. I am using the research skills I have learned through my major and minor to delve deeply into crisis intervention and discover cutting edge, pertinent information and literature. I feel that I am fully capable of completing this project because of my strong concern toward the need for better crisis intervention and because of my work ethic. Through rigorous classes I have learned what is needed to excel and what sacrifices must be taken to get a job done on time and accurately. Another factor that drives me to excel is the knowledge I have that the work we are doing will make a difference and will help better not only Brigham Young University but the entire nation. Though this project is extremely valuable, it is also very time consuming. If I am honored to receive this scholarship I will use the money very wisely to expand my research and totally immerse myself in this project. I hope this proposal meets your satisfaction. Thank you for your time in reviewing and considering my proposal