



On-Campus Course Syllabus

CSL 542 L00.A

Crisis Counseling

Fall, 2018

Class Information

Day and Time: Independent Study
Room Number: NA

Contact Information

Instructor Name: Steve Hunter Ed.D., D.Min., LPC-S, NCC
Instructor Email: Shunter@criswell.edu
Instructor Phone: 214-232-3251
Instructor Office Hours: Tuesdays/Thursdays 10:15-10:45; 2:00 to 4:00pm

Course Description and Prerequisites

A survey of crisis intervention including major theoretical models of situational crises in a variety of areas across modalities. Areas of emphasis may include contemporary research in suicidology, disaster psychology, and crisis management. (Prerequisites: CSL 505, CSL 515).

Course Objectives

- Understand the concepts of crisis, emergency, crisis intervention, emergency intervention, suicide prevention, and suicide intervention.
- Identify key crisis theories, including several models of crisis intervention, as well as understanding the similarities and differences between crisis intervention and psychotherapy.
- Evaluate risk factors for suicide, and how they relate to demographic, social, and diagnostic variables.
- Explore ethical standards of professional conduct within the context of crisis counseling (CACREP, 2009).
- Develop a strategy for Crisis Intervention based on research and a thorough review of the literature (CACREP, 2009).

Required Textbooks

Kanel, K. (2015). *A guide to crisis intervention* (5th ed.). Stamford, CT: Cengage Learning. ISBN-13: 978-1-285-73990-8.

Course Requirements and Assignments

- a. Twenty-five percent (25%) of the student's semester grade will depend upon creating five Summary Lectures from the textbook: *A guide to crisis intervention*. Summary outlines require the student to identify the most important concepts, insights, principles, and/or techniques associated with each of the assigned chapters. The five assigned chapters from the Kanel (2015) book are:

- Chapter 1 “What Is a Crisis and Crisis Intervention?” (pp. 2-21);
- Chapter 2 “The ABC Model of Crisis Intervention” (pp. 49-79);
- Chapter 3 “When a Crisis Leads to Danger to Self, Others, or Psychotic Decompensation” (pp. 83-100);
- Chapter 4 “Crises of Loss: Death, Relationship Breakups, and Economic Loss” (pp. 134-151); and,
- Chapter 8 “Veteran’s Issues” (pp. 176-194).

In order to fulfill the requirements for this assignment, first of all, the student will create an APA Style Title Page and Abstract. Second, the student will identify the most important concepts from each of the assigned chapters. Third, the student will briefly describe the most important concepts from each assigned chapter in three to five complete sentences. Fourth, the student will reference the material in APA Style and Format for each entry throughout the entire Summary Outline. Finally, the student will include an APA Style Reference page at the end of each of the four Summary Outlines.

- b. Twenty-five percent (25%) of the student’s semester grade will depend on the completion of an individual research project. The student will write a Research Paper examining the student choice of a topic related to Crisis and Trauma. The paper should have a minimum of 15 different sources (recent books and articles within 10 years). The student is advised to use reputable journals related to Crisis and Trauma. One of the sources can be the textbook assigned for the course, and the five Summary Lectures in the previous assignment. The paper will be approximately 12 to 15 pages according to APA Style and Format. An important part of the paper will be the creation of a case study and the application of the student’s “Theory of Crisis and Trauma Intervention” with the associated skills and techniques to the Case Study. The links below will be used to grade the quality of the students work in regard to APA Style and Format, and Critical Thinking:

<https://owl.english.purdue.edu/owl/resource/560/01/> (APA Style and Format, and Sample Paper)

<https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)

<http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)

Additional criteria that will help guide the student complete the Research Paper assignment are the following:

- Introduction: ____ (20 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader’s attention?
- Body of the Text: ____ (25 pts.) Does the paper address the most important dimensions and key concepts regarding the topic? Does the research related to these key dimensions and issues include reputable resources—both books and journal articles? Are the resources cited and referenced according to APA style throughout the body of the text? Are the writer’s thoughts clear and easy to follow throughout the body of the paper?
- Application: ____ (25 pts.) Does the writer create a case study reflecting an issue related to Crisis and Trauma? Does the writer then propose how he/she will use the selected Marriage and Family Theory to the Case Study? In other words, does the writer create a step-by-step treatment plan or strategy that reflects the effective implementation his/her “Theory of Crisis and Trauma”? Is there evidence of research or is the paper simply the writer’s personal thoughts throughout the body of the paper?

- Conclusion: _____ (20 pts.) Does the conclusion summarize the key insights and principles to keep in mind? Does the paper have a conclusion that addresses the main implications and applications for Crisis and Trauma Counselors? Does the writer address the most important insights to leave with the reader as a result of the research?
 - Grammar and Style _____ (10 pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Is there a title page, a table of contents, and a reference page? Is the paper typed in Times New Roman, Size 12 font, with 1 inch margins on the sides and 1 inch margins on the top and bottom? Are the pages numbered? Is the paper according to APA Style and Format?
- c. Fifteen percent (15%) of the student’s grade will consist of conducting a “Personal Interview” with a credentialed Chaplain or Crisis and Trauma professional in the field. Examples of questions that might be asked in the interview are the following: What factors influenced your choice for this Career? What are the greatest challenges in this role? What are the greatest rewards? What is your theoretical and practical approach to dealing with Crisis and Trauma? What words of wisdom would you give an up and coming professional in this field? In summary and conclusion, the student will describe his/her own theoretical orientation as it compares and contrasts with his/her interviewee.
- d. Ten percent (10%) of the student’s grade will depend ongoing contact with the professor throughout the duration of the course. This includes a minimum of four meetings with the professor in order to discuss progress regarding the requirements of the course. It will be the responsibility of the student to arrange these four required meetings and space them out evenly by the end of the course December 14, 2018.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Week	Date	Assigned Reading	Assignments Due
1	8/20-24	Syllabus, Introduction	Meeting with the Professor
3	9/3-7	Chapter 1 “What Is a Crisis and Crisis Intervention”	Chapter 1 Summary Lecture Due Meeting with the Professor
6	9/24-28	Chapter 2 “The ABC Model of Crisis Intervention”	Chapter 2 Summary Lecture Due Meeting with the Professor
9	10/15-19	Chapter 3 “When a Crisis Leads to Danger to Self, Others, or Psychotic Decompensation”	Chapter 3 Summary Lecture Due Meeting with the Professor
11	10/29-11/2	Chapter 4 “Crises of Loss: Death, Relationship Breakups, and Economic Loss”	Chapter 4 Summary Lecture Due Meeting with the Professor
13	11/12-16	Chapter 8 “Veteran’s Issues”	Chapter 8 Summary Lecture Due Meeting with the Professor

14	11/19-23	Fall Break	Fall Break
15	11/27	Personal Interview Paper Due	Personal Interview Paper Due
16	12/4	Research Paper Due	Research Paper Due
17	12/10-14	Final Scheduled Meeting with the Professor	Final Scheduled Meeting with the professor

Selected Bibliography

Aguilera, D.C. (1998). *Crisis intervention: Theory and methodology*. (Rev. ed.). Missouri: Mosby.

Brooks, R. and Goldstein, S. (2004). *The power of resilience*. New York, NY: McGraw Hill.

Cavaiola, A. & Colford, J. (2006). *A practical guide to crisis intervention*. Boston, MA.: Houghton Mifflin Company.

Figley, C. (Ed.), (2002). *Brief treatments for the traumatized* Westport, CT: Greenwood Press.

Figley, C. R. (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. Pennsylvania: Brunner/Mazel.

Foa, E, Keane, T & Friedman, M. (Eds.) (2000). *Effective treatments for PTSD*. New York: The Guilford Press.

Greene, P., Kane, D., Christ, G., Lynch, S. and Corrigan, M. (2006). *FDNY: Crisis Counseling*. Hoboken, N.J.: John Wiley and Sons.

Halpern, J. and Tramontin, M. (2007). *Disaster mental health: Theory and practice*. Belmont, CA: Brooks/Cole. Herman,

James, Richard K. (2008). *Crisis Intervention Strategies*. (6th Edition). California: Wadsworth/Thomson Learning.

Joseph, S. and Linley, P. (Eds) (2008). *Trauma recovery and growth: Postivie psychological perspectives on posttraumatic stress*. Hoboken, N.J.: John Wiley and Sons.

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Levine, Peter, A. (2005). *Healing trauma: A pioneering program for restoring the wisdom of your body*. Boulder, CO: Sounds True, Inc.

Levine, Peter, A. (1997). *Waking the tiger: Healing trauma*. California: North Atlantic Books.

Levine, Peter, A. and Kline, Maggie (2007). *Trauma through a child's eyes*. Berkley, CA: North Atlantic Books.

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- Scaer, R. (2005). The trauma spectrum: Hidden wounds and human resiliency. New York: Norton
- Shapiro, F. (2001). Eye movement desensitization reprocessing. (2nd Ed.). New York: Guilford Press.
- Schiraldi, G. (2000). The post traumatic stress disorder sourcebook. Los Angeles, CA: Lowell House.
- Young, M.A. (2001). The community crisis response team training manual. Washington, D.C. National Organization for Victim Assistance.
- Zdziarski, G., Dunkel, N., & Rollo, M. (Eds.), (2007). Campus crisis management. San Francisco, CA: Jossey-Bass.