



On-Campus Course Syllabus

CSL542 FA.L1

Crisis Counseling

Fall 2020

Class Information

Day and Time: Monday 7:30 – 10:00 p.m.

Room Number: E207

Contact Information

Instructor Name: Shanon Thomas

Instructor Email: sthomas@criswell.edu

Instructor Phone: 469-338-8151

Instructor Office Hours: By Appointment

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

Students will demonstrate knowledge of:

1. Define and identify theories and models of crisis intervention
2. Identify and integrate basic crisis intervention skills
3. Discuss various crisis events (e.g., domestic violence, sexual assault, substance abuse)
4. Identify perceptions, experiences and needs of culturally diverse clients in crisis, and culturally sensitive intervention strategies
5. Integrate a decidedly Christian worldview utilizing various elements of the major crisis theories discussed in class and assigned readings.
6. Discuss ethical considerations with crisis intervention workers, including self-assessment of their own readiness for crisis intervention work

Required Textbooks

Jackson-Cherry, L. R., & Erford, B. T. (2018). *Crisis assessment, intervention, and prevention*. New York, NY: Pearson. ISBN: 978-0-13-452271-5

Course Requirements and Assignments

- Twenty (20%) of the student's grade will depend on three reading quizzes.
- Thirty (30%) of the student's grade will depend on a research paper

- Thirty (30%) of the student's grade will depend on a PowerPoint presentation
- Ten (10%) of the student's grade will depend on an in-class PowerPoint Presentation
- Ten (10%) of the student's grade will depend on the student's class participation
- **Reading Quizzes**
Students will take three quizzes each consisting of 25 multiple-choice questions based on content from the textbook. These quizzes are open-book/open-notes and will have a time limit of 60 minutes.

PowerPoint Presentation

The student will select a specific crisis topic delimited by a traumatic event (e.g. disaster, violence, combat, sexual assault, etc.), a trauma-related diagnosis (e.g. acute stress disorder, posttraumatic stress disorder), or a specific trauma treatment. He or she will prepare a scholarly presentation in PowerPoint intended for an audience of emerging counselors. If appropriate to the topic, an overview with definitions, incidence rates, types (of perpetrators/victims as relevant), harm or danger involved, possible spiritual factors, symptoms, assessment, diagnosis and treatment options should be included. An integrated biblical perspective on the topic must be provided. Reference should be made in the presentation to at least ten scholarly articles published within the last ten years, in addition to any textbooks, the Bible, and professional or popular sources. The presentation must include at least 20 slides (not including bibliography slides), and these should be visually appealing to a professional audience with appropriate amounts of text and include illustrations in the form of cartoons, drawings, charts, graphs, pictures, film clips, etc. on each slide. Cite all sources, including websites, in APA format on the slides (in text or footnotes), as well as compiled on the last few slides.

Research Paper

The student will articulate his or her approach to crisis counseling while demonstrating course-related knowledge and critical analysis. The student will explain pre-suppositions about why and how individuals experience traumatic stress in response to traumatic events, discuss symptoms and coping behaviors, address the role of assessment, articulate best practices for treatment using at least one crisis model, explain how this approach would be adapted based on a client's characteristics, context, background, age, etc., address how its effectiveness could be evaluated, and articulate how biblical principles may be integrated in the treatment. The student will rely on all required course texts for the content and must integrate 10 additional sources in a meaningful way (all of which must be scholarly; at least ten of which must be research articles published within the last ten years). The paper must be 10-12 pages (not including title page, or references), well written in APA style, and organized per

the instruction available on Blackboard. Since this is not a research paper and the student will articulate his or her perspective, using the first-person pronoun is appropriate; however, a scholarly writing style is otherwise expected.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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 the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
1	8/19		Course Introduction	
2	8/26	Chapter 1 and 2	Basic Concepts & Safety Concerns	
3	9/2	Chapter 3 and 14	Ethical and legal Considerations	
4	9/9	Chapter 4	Essential Crisis and Loss, Grief and Bereavement	
5	9/16	Chapter 5	Risk Assessment and Intervention: Suicide and Homicide	
6	9/23		RESEARCH SESSION	READING QUIZ
7	9/30	Chapter 6	Sexual Violence and Child Sexual Abuse	

8	10/7	Chapter 7 and 8	Military & First Responders and Emergency Preparedness	
	10/14		RESEARCH SESSION	READING QUIZ
9	10/21	Chapter 9 and 10	Humanistic Approach	
10	10/28	Chapter 11	Behavioral/Social Learning Approach Research	
11	11/4	Chapter 12 and 13	Cognitive Approach	
12	11/11		RESEARCH SESSION	READING QUIZ
13	11/18		STUDENT PRESENTATIONS	
14	11/25	FALL BREAK	THANKSGIVING	
15	12/2		STUDENT PRESENTATIONS	READING QUIZ
16	12/9		PAPER DUE	PAPER DUE



On-Campus Course Syllabus

ADDENDUM FOR FA-20

(enter course ID & section [e.g., BIB 505 L00.A])
(enter course name [e.g., Biblical Hermeneutics])

In the event that Criswell College has to close the campus to on-campus classes in during the FA-20 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. Notes and changes to the information in syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics*.

Course Requirements and Assignments

Instructor, please paste course requirement and assignments from your original syllabus here. Highlight in yellow in changes or notes you are making. Strike through portions that you are omitting and changing. Italicize any replacement or new information. If there are no changes to a specific requirement (e.g., a final research paper), please insert a highlighted note "No change to this requirement."

Class Attendance

Instructor, if you specified attendance policies in your syllabus that were not included in the section above, please paste those here and highlight any changes or notes you are making. Delete this section if not used.

Remote Class Sessions: Identity and Participation Verification

Instructor, if you specify that synchronous class sessions will be required, please specify how you will expect students to verify their identity and participation. For example, may they join by phone? Will they be required to turn on their video at the beginning and end of the class session? Will you allow them to keep their video blacked out, but expect them to respond when called upon?