



Course Syllabus
CSL 625 L1
Crisis Counseling
Fall 2025

Class Information

Day and Time: Tuesday 12:15pm- 2:45pm

Room Number: TBD

Contact Information

Instructor Name: Jennifer R. Burgess, PsyD

Instructor Email: jburgess@criswell.edu

Instructor Phone: 214-818-1371

Instructor Office Hours: Tues 2pm-4pm and Thurs 1:30pm-3:30pm

Course Description and Prerequisites

Surveys major theoretical models of crisis intervention 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

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

Required Textbooks

James, R. (2025). Crisis Intervention Strategies 9th Ed. Cengage. ISBN 978-0357622698

Recommended Reading

Additional articles and readings will be assigned and provided to students via Canvas weekly Modules throughout the semester.

Course Requirements and Assignments

- A. Weekly Current Event Discussion (10%): Students will be expected to bring article regarding a current crisis event to discuss crisis elements, needs assessments, and intervention points. Students will earn points based on discussion of the salient elements of the crisis situation and problem solving together with others as to key intervention points. Points will be earned solely based on the appropriateness of the crisis event presented and active participation in the discussion of the required crisis elements.
- B. Personal Crisis Exploration (20%): Personal exploration of personal crisis event, background events, and impact of the event on the student's development. Exploration of the impact on the student's life perspectives, Christian worldview, and professional development should further be explored. Students should be prepared to discussed the process of exploring these elements in class discussion, but will not be expected to share details about the crisis beyond what they are comfortable sharing. This assignment is meant to help students develop professional perspective on the impact of a crisis into an individual's long term development rather than a personal disclosure of private details. Thus, specific details of the crisis can be limited if they are of a sensitive nature. Concerns regarding this should be addressed with the professor.
- C. Exams (35%): There will be two exams over the course of the semester. Each exam will cover material primarily from the text, but may also include information from lectures, and other required reading items. There will be time limit of 90 minutes to complete each exam. Thus, students should appropriately prepare for and study for the exams in order to complete them in the allotted time. An exam will lock at the 90 minute mark and the completed work will be graded at that point. Exams must be completed by 11:59pm on the assigned due date. No late exams will be graded without prior approval from the instructor. There will not be a face to face meeting the day of an assigned exam. Rather students will complete the assigned exam through Canvas on those days.
- D. Crisis Research and Presentation (35%): Student will choose a specific crisis event, with approval from professor, to research and discuss as to the specific traumatic event details, interventions taken to respond to the crisis based on student's research, how and why individuals responded in specific ways, aftermath of the crisis events and potential impact of the various intervention points. Discussion must incorporate current theoretical perspectives as to crisis interventions and impact on such situations. Research project will also explore best practices and ethical standards applicable to such crisis events, exploring steps to insure these are followed for future potential crisis situations. Discussion of Christian worldview and impact on how Biblical principles can be effectively integrated to support interventions in a meaningful and ethical manner. Finally, student should prepare a 15 minute presentation on the details of their research to be presented to fellow students.

The paper should be 8-10 pages in written length (not including title and reference pages which are in addition to written length). Papers must incorporate a minimum of 8 professional references. The required textbook for this course can be used as one of the references for this paper, but additional references should be professional publications in refereed journals in order to adequately reflect current thoughts regarding the applicable topics. Papers should fully explore the chosen area, additional details about the specific points to be addressed will be made available on Canvas. Students will develop a 15 minute presentation for the class present the student's research findings and the key elements which can inform one's future work from the explored event and its corresponding outcomes.

Websites, public domain information, or popular literature (newspapers, magazines, etc) are not considered professional publications and are not to be utilized as references. Papers are expected to be submitted in .docx format through the Blackboard link in the course. The paper is expected to follow APA 7th edition publication manual and following the required formatting expectation will be a graded component of this assignment. Minor problems with citations or quotation format will be met with a loss of points; however, failure to incorporate citations for quoted or paraphrased information which is not the direct work of the student will be considered plagiarism and result in a significant loss of points up to and included receiving a 0 on this assignment. Any ideas or phrases from a source must be cited and direct quotations must be indicated as such in accordance with APA formatting guidelines. Furthermore, students are being graded on their work and should not rely significantly on quoted material to speak for them. Questions about how to strike an appropriate balance in professional writing can be discussed with Dr. Burgess during office hours or assistance from the writing lab is encouraged.

Course/Classroom Policies and Information

Internet use is required to complete several experiential assignments and assessments throughout the course of the semester. These can be completed either on campus or remotely depending on the individual students' needs. All assignments and weekly information will be provided to students via Canvas so that students might arrive prepared for class, having completed all tasks and assignments prior to arrival in class. It is expected that students budget time wisely in advance of class to have completed all required readings and assigned tasks prepared for the in class discussion. It is through the engagement in class discussion where students will really gain understanding of these topics. Thus, students should come to class prepared to engage in discussion, not to observe a lecture. Class participation is required regularly in order to earn full participation credit. See class attendance policy for additional details.

LATE WORK - All assignments are expected on or before the deadline indicated in the syllabus. If unforeseen, extenuating circumstances occur, students should contact the professor as soon as possible to discuss the potential impact of the situation. In general, late assignments will not be accepted without prior approval from the professor, and then may incur a penalty depending on the

circumstances. It is strongly encouraged for students not to wait until the day before a due date to submit assignments or complete tests through Canvas. IT issues sometimes arise and may jeopardize your ability to complete the assignment by the due date. Extensions for technical issues are typically not granted unless the problem is extensive and affects class wide availability. Waiting to submit an assignment until just before class begins and then experiencing IT issues DOES NOT automatically guarantee your assignment will be accepted. Late work not given prior approval to be submitted after the due date will be given a grade of 0.

CELL PHONES - All cell phones and any other electronic equipment should be turned off or placed on silent during class. Any electronic device used in class to take notes must likewise be put into silent mode (including the keyboard functions) in order to minimize the disruption to one's classmates. Should one's electronic device become a distraction to the class, the professor reserves the right to request that it be turned off during class times.

ASSIGNMENT SUBMISSIONS – All assigned work and exams must be completed through Canvas and be submitted prior to beginning of class time (do not email written assignments. Upload your .docx files through Canvas). Assignments not submitted by the assigned due date and time, may not be accepted for grading. It is strongly encouraged that students not wait until the last minute to submit graded work. It is the instructor's preference that students submit all work in .docx format for uniformity of submission. It is strongly encouraged that students submit all work consistent with APA formatting as it is considered a standard presentation format within the field. Appropriate APA formatting will be a graded element on written assignments in this course as they are expected to be consistent with graduate level work in the field.

Extra credit work is not permitted. Students are expected to plan and execute assigned work sufficiently throughout the semester to earn the grade they wish from the course. Students are welcome to seek tutoring or additional help from Dr. Burgess during office hours at any point during the semester (appointments are recommended). If students are not scoring well on exams or written work, Dr. Burgess is very accessible to discuss ways in which the student may improve scores on future work. Students who miss more than 2 consecutive days or are not performing well on course work will be brought to the attention of the student success office. This is not punitive, but rather to insure that struggling students have every opportunity to be successful in their coursework.

COMMUNICATION WITH DR. BURGESS – Dr. Burgess strives to respond to email within 24 hours during the week and within 48 hours on the weekend. As such, students are strongly encouraged to begin assigned tasks well before the due date so as not to jeopardize completion of an assignment on time because of technology problems or other confusions about assignment expectations. I strive to have all papers graded within 5 days of the due date for a written assignment to allow for expedient feedback and improvement for future assignments. Students are also encouraged to schedule an appointment during my office hours to discuss questions, concerns, or guidance they may need.

Voicemails left on my official campus voicemail will be checked during office hours only. If your issue is pressing and cannot wait, emailing is likely going to get you a quicker response.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
 - Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term

- Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
- Provide written feedback on assignments only within Canvas, preferably through Speedgrader
- Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
- Use Zoom in Canvas for all “live” (synchronous) class sessions

Important Note:

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.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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.

Course Policy on the use of Artificial Intelligence (AI)

(Instructors may use, modify or replace these guidelines as appropriate for their course.)

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.
- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library’s databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Week of:	Topic	Req. Reading	Assignment Due
8/19/2025	Intro to Crisis Intervention	Ch 1	
8/26/2025	Ethics and Cultural Considerations	Ch 2 & 3	
9/2/2025	Essential Crisis Skills and Disaster Response	Ch 4 & 16	
9/9/2025	Crisis: Location Matters and Community Response	Ch 5	
9/16/2025	Crisis: Telehealth Complexities	Ch 6	
9/23/2025	Crisis: Grief and Loss	Ch 12	
9/30/2025	Crisis: Suicide and Homicide	Ch 8	
10/7/2025	Exam 1	CH 1-6, 8, 12, & 16	EXAM Remote in Canvas Personal Crisis Paper Due 10/12/2025

10/14/2025	NO CLASS – Student Development Week		
10/21/2025	Crisis: Sexual Violence	Ch 9	
10/28/2025	Crisis: Partner Violence And Family Intervention	Ch 10 & 11	
11/4/2025	Crisis: School	Ch 13	
11/11/2025	Workplace, Institutions, and Military	Ch 14 and additional reading on Canvas	
11/18/2025	Post Traumatic Stress	Ch 7	Research Paper Due 11/18/2025 @ 11:59pm
11/25/2025	No Class – Thanksgiving Break		
12/2/2025	Burnout, Vicarious Trauma, and Self-care	Ch 15	
12/9/2025	Exam 2	CH 7, 9-11, 13-15	Remote in Canvas Due 10/4/2025 @ 11:59pm