

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL6765.01 Crisis Counseling
Fall 2023
Location: Garland Campus

PROFESSOR INFORMATION:

Name: Dr. Pamela Johnson
Phone Number: 972-279-6511 ext. 147
Faculty Fax #: 972-686-5890
Office Location: Garland Campus, Room C
Office Hours: Office Hours for session: 5:30-6:30 before each class
Email Address: PJohnson@Amberton.edu

COURSE INFORMATION:

CSL6765.01 Crisis Counseling
Level: Graduate
Beginning Date of Session: Saturday, September 9, 2023
Ending Date of Session: Thursday, November 16, 2023
The first class meeting is **Monday, September 11, 2023**, in **Room # 17, Garland Campus**

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.
All Saturday lecture classes begin promptly at 8:30 a.m.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Crisis Intervention Strategies
Author(s): Richard K. James
Publisher: Cengage Learning, Thomas Brooks/Cole
Year published: 2017
Edition: 8th
ISBN 13: 9780357670651
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

LINKS TO COUNSELING HANDBOOKS

MA in Professional Counseling

https://amberton.edu/wp-content/uploads/2023/06/LPC_Handbook_2023_2024.pdf

MA in Marriage and Family Therapy

https://amberton.edu/wp-content/uploads/2023/06/MFT_Handbook_2023_2024.pdf

MA in School Counseling

<https://amberton.edu/wp-content/uploads/2023/04/2021-2022-School-Counselor-Handbook.pdf>

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

This course presents an in-depth study of crisis intervention information, skills and strategies needed for counseling professionals to provide effective mental health care to clients facing a variety of crisis situations. This course first examines the overall background, basic concepts and definitions, and theoretical models of the crisis intervention field of professional counseling. Next, this course provides a study of the essential components of crisis care and application including working with multicultural clients, basic attending skills, assessment models, case management, and crisis counseling through the use of technology. Additionally, this course provides an overview of effective crisis counseling and handling of clients dealing with a specific type of responses to crisis, including PTSD, sexual assault, family, and partner violence, lethal violence, and bereavement and grief. And lastly, a critical component to this course is the in-depth review and provision of strategies needed by crisis workers with respect to the various types of crisis care-giving environments, such as, mental health care facilities, schools, hostage situations, and natural disaster areas. This course in crisis counseling is extremely important to students enrolled in the professional counseling degree program. This course will be a required course for the state mandated curriculum changes, which will take place on August 1, 2017. Moreover, it is critical that students at Amberton University have the knowledge and skills required to effectively assist individuals, institutions, and communities impacted and affected by both man-made and natural disasters. This course is designed to prepare students to function as mental health care professionals for those affected by crisis events and situations.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Developing collaborative client relationships that promote crisis care in multiple environments.
2. Defining and understanding the field of crisis counseling in historical, modern, and multicultural societies.
3. Understanding the concepts of crisis intervention, advocacy, and triage as applied in overall crisis care.
4. Conducting effective and accurate client initial care, assessments, evaluations, and referrals.
5. Evaluating the social, political, and community factors that are also impacted by crisis events.
6. Identifying and examining the major theories, strategies, and skills used in crisis counseling.
7. Identifying and understanding the legal and ethical issues related to crisis work in various counseling institutions and crisis care environments.
8. Exploring the associated care-giver issues of burnout, traumatization, and compassion fatigue.
9. Comparing and contrasting the implications and various approaches to crisis telephone and internet work.

10. Identifying and effectively implementing various approaches to assisting clients impacted by violence, abuse, sexual assault, and chemical dependency.
11. Comparing and contrasting the implications and various approaches to conducting crisis care work both in schools and mental health care agencies.
12. Comprehending and applying crisis counseling approaches that are specific to working with children versus adults.
13. Understanding the critical components to assessing, diagnosing, and providing care with respect to Post Traumatic Stress Disorder (PTSD).
14. Understanding the differing aspects and approaches to working with both man-made and natural disaster related client issues.
15. Learning about and understanding the dynamics of disaster response teams and how they are impacted and affected by crisis situations.
16. Assessing crisis and providing intervention from an integrative perspective.
17. Assessing and identifying the dynamics of suicide, murder, bereavement and grief for the clients and the clients support system.
18. Examining the role of counseling in hostage situations.

- Beginning in the Fall 2023 session, students who are enrolled in the **Professional Counseling** degree program must successfully pass the Counselor Preparation Comprehensive Examination (CPCE) practice exam before registering for CSL6839 Pre-Practicum. Detailed information about the exam and program requirements can be found in the LPC Handbook as well as the information page on our website: [CPCE Information Page](#)
- Beginning in the Fall 2023 session, students who are enrolled in the **Marriage & Family Therapy** degree program must successfully pass the American Association of Marriage & Family Therapy Regulatory Board practice exam (AMFTRB) before registering for CSL6839 Pre-Practicum. Detailed information about the exam and program requirements can be found in the MFT Handbook as well as the information page on our website: [AMFTRB Information Page](#)

COURSE POLICIES:

Student's Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy :

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be dropped at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach, helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE DELIVERY METHODOLOGY:

Students will be actively involved in the learning process. Students may be expected to participate in class discussions, role play, group projects, student reports and demonstrations, and other experiential activities. In addition, students will take a midterm and comprehensive final exam. More specific details will be given during the first class session.

The following kinds of activities may also be used in the classroom:

Lecture, videos, DVD, discussion, and group presentation

This course is offered as a Hybrid Lecture/Classroom/Zoom course. This course requires that students meet a designated time in the classroom or via Zoom Technology.

I will be holding in-classroom sessions at the Garland Campus on the following weeks:

Week 1

Week 2

Week 5

Week 6

Week 10

All other sessions will be via Zoom Technology lectures 6:30 pm (CST)

Note: If you are not comfortable with being recorded in Zoom, please do not attend. You will be responsible for getting what you missed from fellow students.

COURSE OUTLINE AND CALENDAR:

Week	Topics	Competencies Covered	Readings	Due Dates
1	Approaching Crisis Intervention & Culturally Effective Helping	1, 2, 3, 4, 5	Chapters 1 & 2	Chapter 1 & 2 Readings due start of class week 1
2	Intervention and Assessment Models & Tools of the Trade	4,5,6,7,8,	Chapters 3 & 4	Chapter 3 & 4 Readings due start of class week 2
3	Crisis Case Handling & Telephone and Online Crisis Counseling	1,2,4,7,8	Chapters 5 & 6	Chapter 5 & 6 Readings due start of class week 3
4	Posttraumatic Stress Disorder & Crisis of Lethality	10, 13	Chapters 7 & 8	Chapter 7 & 8 Readings due start of class week 4
5	Midterm Exam	All of the above.	Chapters 1-8	Midterm exam, Readings 1-8, Due start of class week 5
6	Sexual Assault & Partner Violence and Graduate Presentations	10, 11, 12,13	Chapters 9 & 10	Chapters 9 & 10, Readings due start of class week 6
7	Family Crisis Intervention & Personal Loss: Bereavement and Grief and Graduate Presentations	1,2, 12, 14, 15, 16,17	Chapters 11 & 12	Chapters 11 & 12, Readings due start of class week 7
8	Crisis in Schools & Violent Behavior in Institutions, and Graduate Presentations	2,3,5,10,13,16,17, 18	Chapters 13 & 14	Chapters 13 & 14, Readings due start of class week 8
9	Legal and Ethical Issues on Crisis of Trauma, Human services Workers in Crisis Burnout, Disaster Response and Graduate Presentations	2,4,5,7,8,14,15	Chapters 15 & 16 & 17	Chapter 15, 16,17 Readings due start of class week 9

10	Final Exam- Chapters 1-17	All of the above.	Chapters 1-17	Final exam, Readings 1-17, Due start of class week 10
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1. Exams: There will be a Midterm Exam and a Final Exam for the course. The Midterm Exam will cover Chapters 1-8 and Lectures from weeks 1-4 that will take place in class. The Final Exam will cover Chapters 1-17 and Lectures from weeks 1-4 and 5-9 that will take place in class.
2. Graduate Project: There will be individual or group presentations and research project during the course. In these presentations, Graduate students will be responsible for a more comprehensive level of resource application for their part in the presentation. Students will be responsible for their own level of work and preparation that he or she puts into the project. Details of the requirements of the graduate assignment will be given during Week 1. The project requirements will be submitted on assigned due dates throughout the semester.

GRADING CRITERIA:

Midterm Exam:	40%
Final Exam:	50%
Special Project:	10%
Total Possible:	100%

Graduate	
92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Each assignment/exam submitted will be reviewed, graded and return to the student in a timely manner, along with appropriate commentary.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How to Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE COMMUNICATIONS:

This course is offered as a lecture course; however, several technological options are available to faculty and students that can enhance communication both during the session and after the session has ended. The

Student Portal is the gateway to email, Remote Research, General Tools and Electronic Instructor Folders (FTP). The Student Portal may be accessed through a link on the University's website, <http://www.Amberton.edu>, or at <http://apps.Amberton.edu>.

After selecting the "Student Portal" link, you will be prompted for a Username and Password. Use your assigned **username and password** (AUID) as described below:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including online course materials, email access, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

Email Communication

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current settings. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

The Amberton University Moodle Website

Students enrolled in this course will also be using the Moodle Learning Platform, with access available through the Student Portal or by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's email account prior to the start of the course. For those returning to Moodle

who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE EVALUATION:

Each session, all Amberton students are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. Students' identities are not disclosed.

Students will be notified through the Amberton email system of the Course Evaluation procedures. Usually, the evaluations take place in class during week 9 of the session. Please take advantage of this opportunity and participate in the evaluation process.

RESEARCH RESOURCES:

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to library@amberton.edu or visit the library in person on the Garland campus for assistance.