CSL6765.E1   Crisis Counseling
Winter 2026

PROFESSOR INFORMATION:
Name: Dr. Pamela Johnson
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COURSE INFORMATION:
CSL6765.E1 Crisis Counseling
Level: Graduate
Beginning Date of Session: Saturday, December 6, 2025
Ending Date of Session: Thursday, February 26, 2026

Winter Holiday Break:
Saturday, December 20th, 2025, through Friday, January 2nd, 2026.
(Classes resume on Saturday, January 3rd, 2026)

Student access available to the Student Portal: Saturday, December 6, 2025

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:
None

TEXTBOOK(S) AND REQUIRED MATERIALS:
Title: Crisis Intervention Strategies
Author: Richard K. James, Julia L. Whisenhunt, Rick A. Myer
Publisher: Cengage
Year Published: 2025
Edition: 9th
ISBN: 9780357622698
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 the 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 Clinical Mental Health Counseling
https://amberton.edu/wp-content/uploads/2023/12/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/2025/06/MA-SC-Handbook-June-2025.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:

This Crisis Counseling course is designed to prepare students to function as mental health care professionals for those affected by crisis events and situations. It presents an in-depth crisis counseling training including crisis intervention strategies, information, and skills needed for crisis counseling professionals to provide effective mental health care to clients facing a variety of traumatic 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, crisis 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, bereavement, and grief. And lastly, a critical component to this course is the in-depth review and provision of crisis intervention 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 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.

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 strategies, advocacy, and triage as applied in overall crisis care.
4. Conducting effective and accurate client initial care, crisis assessments models, 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. 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 crisis intervention strategies in hostage situations.
19. Examining, understanding and articulating any information gathered from Artificial Intelligence in the students' own words.

ACQUIRED SKILLS:
1. Ability to create a seven-step crisis intervention strategy for an initial meeting with traumatized client.
2. Ability to identify required client symptoms and responses needed to meet criteria for PTSD diagnosis.
3. Ability to identify client cues and behaviors for possible suicidal tendencies.

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. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

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 assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

I plan to host many class Zoom meetings. Attending live Zoom meetings are voluntary because I know some of you will not be able to make it. As you can imagine, it is difficult to get everyone at the same time. I will record the meetings and share with the class the following day for those of you who cannot attend, but you are expected to view the recording if you don't attend. If no one shows up there will be no lecture.

If you haven't attended a Zoom meeting before, it is very easy and is free for you to join the meeting, but you will have to download the Zoom app and create an account before you join the meeting.

Zoom Meeting Tuesday, December 9, 7:00 pm, CST
Zoom Meeting Tuesday, December 16, 7:00 pm, CST
Zoom Meeting Tuesday, January 6, 7:00 pm, CST
Zoom Meeting Tuesday, January 13, 7:00 pm, CST
Zoom Meeting Tuesday, February 3, 7:00 pm, CST
Zoom Meeting Tuesday, February 10, 7:00 pm, CST
Zoom Meeting Tuesday, February 17, 7:00 pm, CST

Note: If you are not comfortable with being recorded, please do not attend.

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.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.
Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.
Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. https://apastyle.apa.org/blog/how-to-cite-chatgpt

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 OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
1	Approaching Crisis Intervention & Culturally Effective Helping	Chapter 1 & 2 Readings	1, 4, 5, 8, 13.	Week 1
2	Intervention and Assessment Models & Tools of the Trade	Chapter 3 & 4 Readings	4, 13	Assignment 1 - see details and due dates in Moodle Assignment Information Document.
3	Crisis Case Handling & Telephone and Online Crisis Counseling	Chapter 5 & 6 Readings	10	Week 3
4	Posttraumatic Stress Disorder & Crisis of Lethality	Chapter 7 & 8 Readings	8, 10, 11	Assignment 2 - see details and due dates in Moodle Assignment Information Document.
5		Midterm exam, Readings 1-8	All of the above.	Midterm exam - see details and due dates in Moodle Exam Information Document.
6	Sexual Assault & Partner Violence	Chapters 9 & 10, Readings	4, 6, 7, 8, 9.	Week 6

7	Family Crisis & Personal Loss: Bereavement and Grief	Chapters 11 & 12, Readings	4, 8, 10, 11.	Assignment 3 - see details and due dates in Moodle Assignment Information Document.
8	Crisis in Schools & Violent Behavior in Institutions	Chapters 13 & 14, Readings	2, 3, 6, 9	Week 8
9	Legal and Ethical Issues, Human services Workers in Crisis Burnout, Disaster Response	Chapter 15, 16, 17 Readings	12, 13	Assignment 4 - see details and due dates in Moodle Assignment Information Document.
10		Final exam, Readings 1-17	All of the above.	Final exam -see details and due dates in Moodle Exam Information Document..

1. Instructions for 4 assignments. **Please Note: Once the semester starts, you will see additional details in the Moodle Document called Assignment Instructions.**

Students are provided (posted) a list of 4 discussion questions, for each assignment, via the Moodle discussion board 4 days prior to the due date. Each of the discussion questions will require you to read, comprehend and translate in your own words your understanding of information found in the text. You are also expected to treat each of the discussion questions as a short essay by including your thoughts, feelings, views, and perspectives and if possible, any examples. You must back up your short answers with content from the readings. College level writing is expected. Each question should be answered in less than 300 words. **You will 'reply' to each of the 4 professors posted questions.**

You will have several days after the first due date for discussion with classmates before the assignment will be graded. You will be graded according to quality of your own answers and the quality of your discussions with your classmates with respect to their answer to the same question. You must also back up your comments/responses to fellow classmates with content from the text. Plan to have quality discussions with a minimum of 3 discussions for each assignment, not per question. But be mindful, a response is not the same as a discussion. Try to engage in discussions with others. And a minimum is just that... a minimum! The more the better Assignments are to be submitted on the due date by 11:59 PM (Central Time).

Failure to respond to discussion questions by the due date will result in loss of grade points. Do not send in your assignment answers via email attachment to professor. The purpose of posting in discussion board is to encourage discussion of each other's 'answers which creates an environment for further learning and exploration.

All work must be in your own words.

Note: See Assignment Instructions Document in Moodle for additional details and Assignment due dates and times.

2. Instructions for all exams.
Midterm - Tuesday, January 20, 2026 at 7:00pm Central
Final - Tuesday, February 24, 2026 at 7:00pm Central

Please Note: Once the semester starts, you will see additional details in the Moodle Document called Exam Instructions.

Students are provided a list of 4 essay questions **via Moodle.** Each of the discussion questions will require you to read, comprehend and translate in your own words the information found in the text.

Test Information :
The questions are general in nature....focusing on the main areas that we covered in the first half (for midterm) and second half (for final) of the semester. Be sure to study the main theories, approaches and concepts and have a feel for how you would apply them in real life. I like to see that you have a basic understanding and can provide effective help in typical course related counseling situations.

You will **only have 90 minutes.** I am not looking for a research-like paper, just good sound thoughts and practices back by this courses readings in an essay format.

Test questions are posted at 7:00 pm (Central Time)
Student posts answers by 8:30 pm (Central Time)
Make-up exams or alternative times will be determined on an individual basis.

You are also expected to treat each of the discussion questions as an essay by including your thoughts, feelings, views, and perspectives and if possible, any examples. College level writing is expected. Each question should be answered in less than 500 words, in an essay format. **Not in an outline or listing format.** Students will send the answers **via Moodle**. An exam submitted after the time allotted will be assessed an appropriate penalty. Students are expected to take the exams during the designated time window. Make-up exams will be determined on an individual basis.

Note: See Exam Instructions Document in Moodle for additional details and Exam due dates and times.

All work must be in your own words.

Grading Criteria:

Assignment 1 –	5%
Assignment 2 –	5%
Assignment 3 –	5%
Assignment 4 –	5%
Midterm Exam –	40%
Final Exam –	40%

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

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

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 university 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 DELIVERY METHODOLOGY:
This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
   Internet browser settings and configuration
   e-mail and file attachments
   Uploading and downloading files
   Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

Through the Amberton University Student Portal
Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (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 to enter the AU Student Portal:

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 your individual E-Course, email account, Remote Research, General Tools, all Syllabi and Research Tutorials.

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send an email to your professor.

Through the Amberton University Moodle Website
Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course 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 University 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 COMMUNICATIONS:
Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

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 account. 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

Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:
Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:
Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. 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. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

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.

Microsoft Office 365 Education:
Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:
• Microsoft Word for document creation
• Excel for spreadsheets and data analysis
• PowerPoint for presentations
• OneNote for digital note-taking
• Microsoft Teams for collaboration
• Additional classroom tools to enhance your learning experience
To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

Google Workspace for Education:
All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:
- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work