

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6765.E1 Crisis Counseling
Session: Fall 2026

PROFESSOR INFORMATION:

Professor: Dr. Pamela Johnson
Amberton Extension: 972-279-6511 ext. 147
Amberton Email: PJohnson@amberton.edu (After course begins contact professor via Moodle message system)

COURSE INFORMATION:

CSL6765.E1 Crisis Counseling
Level: Graduate
Beginning Date of Session: Saturday, September 12, 2026
Ending Date of Session: Thursday, November 19, 2026
Student access available to the Student Portal: Saturday, September 12, 2026

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

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>

Students should verify enrollment in course before purchasing textbooks. Textbook information and ordering options are available through the Amberton Virtual Bookstore. 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.

LINKS TO COUNSELING HANDBOOKS

[CMHC Handbook](#)

[MFT Handbook](#)

[SC Handbook](#)

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:

STUDENTS' 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, September 15, 7:00 pm, CST
Zoom Meeting Tuesday, September 22, 7:00 pm, CST
Zoom Meeting Tuesday, September 29, 7:00 pm, CST
Zoom Meeting Tuesday, October 6, 7:00 pm, CST
Zoom Meeting Tuesday, Oct 27, 7:00 pm, CST
Zoom Meeting Tuesday, November 3, 7:00 pm, CST
Zoom Meeting Tuesday, November 10, 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 See below instructions	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, October 13, 2026 at 7:00pm Central

Final - Tuesday, November 17, 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:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed approximately one week after the session and may be viewed through the student portal. Grades will not be released by phone or through unsecured channels. 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 granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

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 delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process.

HOW TO ACCESS YOUR COURSE:**SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY:**

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

MOODLE TUTORIAL:

Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorial course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorial 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:

Students are expected to use their Amberton email account and Moodle for course communications. Students must use their official university email account for all university related communication and should check their Amberton emails regularly for course and university notices.

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 must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The Amberton Library provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus. The online library is available through Single Sign On (SSO).

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.