



CRISIS COUNSELING: COUN 6069
Summer Semester
Three Credit Hours

I. CONTACT INFORMATION

Instructor: Michelle Dobson, PhD, LPC, RPT

Phone number: 239-770-4829 (text preferred)

Email address: dobson@ulm.edu

Office location: online Zoom

Office hours: As requested and individually scheduled.

Preferred mode of communication with instructor: Email/Text

Preferred mode of communication with other students: Email

Webpage link: <https://moodle.ulm.edu>

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

II. COURSE DESCRIPTION

A study of the varied components of crisis counseling and how it differs from counseling; 100% online

Textbook(s) and Materials:

Required:

Crisis Assessment, Intervention, and Prevention (Merrill Counseling) 3rd Edition

Lisa Jackson-Cherry and Bradley Erford

ISBN-13: 978-0134522715, ISBN-10: 0134522710

The Crisis Intervention Manual, 3rd Edition

Kurt Christiansen Psy.D.

SBN-13 978-0999422816

Additional Materials Provided by Instructor:

See additional Resources section in each Module in Moodle

Syllabus and schedule are subject to change.

III. COURSE PREREQUISITES
NONE

IV. Course Objectives

Objectives	CACREP Standards
This course is designed to enable the student to:	
Identify and define the role of counselors in crisis situations	
Identify self-care strategies for crisis counselors to reduce burnout, compassion fatigue, and secondary trauma	
Explore ethical concerns related to crisis counseling	
Learn and apply Psychological First Aid and other approaches to crisis counseling	
Explore how crisis situations impact individual, families, and communities across the lifespan	
Explore and understand how crisis situations are impacted by substance abuse, mental health, and disabilities	
Students will learn the following CACREP standards:	
	Core 2.F.
the roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	1.c
self-care strategies appropriate to the counselor role	1.1
effects of crisis, disasters, and trauma on diverse individuals across the lifespan	3.g
suicide prevention models and strategies	5.1
crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	5.m
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	7.c
procedures for identifying trauma and abuse and for reporting abuse	7.d
	CMHC 5.C.
impact of crisis and trauma on individuals with mental health diagnoses	2.f

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V. COURSE TOPICS

- Basic Elements and Concepts of Crisis Interventions
- Ethical Issues of Crisis Counseling
- Crisis counseling for grief, substance abuse, suicide and suicide prevention
- Role of crisis counselors in domestic violence, child abuse, and sexual abuse situations
- Providing crisis counselor for first responders and military
- Emergency and crisis preparedness in the community and in schools
- Crisis counselor self-care strategies to reduce burnout, compassion fatigue and secondary trauma

VI. INSTRUCTIONAL METHODS AND ACTIVITIES

1. MOODLE POSTS (280 points; 14 x 20)

REMINDER THIS IS AN INTENSIVE COURSE

Each Module (Five days) there will be three to four Moodle post discussion questions. Initial posts are due by day three of each Module. A minimum of one response to another post is due by day five of each Module.

Module One is July 5-10 (DQs due on July 8/Responses due July 10)

Module Two is July 11-16 (DQs due on July 13/Responses due July 16)

Module Three is July 17-22 (DQs due on July 19/Responses due July 22)

Module Four is July 23-28 (DQs due on July 25/Responses due July 28)

There is NO minimum word requirement for the DQ posts or responses, HOWEVER:

Points will be deducted if the post does not fully answer all aspects of the discussion question.

Points will be deducted if the response to another post does not further the discussion.

Both initial posts and responses need to be fully supported with scholarly sources.

The point of the Moodle posts is to foster a discussion between students. Each original post is worth 15 points, the responses are worth 5 points for a total of 20 points per discussion question.

Students have the option to record one of the initial posts each week as a group discussion (2-4 students) using Zoom (must be a minimum of 30 minutes of discussion. This counts as both initial post and response to another post for all attendees. Each participant must post the video link in the discussion area for grading purposes. ***Note: Only the Discussion Question with “Zoom Group Optional” listed is available for this option.***

2. ASSIGNMENTS:

Assignment 1.1 – Complete the CALM training:

<https://zerosuicidetraining.edc.org/enrol/index.php?id=20>

Reflect on the experience of the CALM training in a 50–100-word document (50 pts)

Assignment 1.2 – Choose one Empathy Awareness and one Judgment Exercise from Christiansen (2017) and complete them. Submit a 150–250-word document reflecting on these two experiences based on the readings in this module. How might these experiences help a counselor provide crisis counseling? What did you learn from these exercises about your own capacity as a crisis counselor? (50 pts)

Assignment 2.1 - Complete Activity 3.3 on page 77 of Jackson-Cherry and Erford (2018). Submit the narrative you have created along with a safety plan. Make sure to include in your conversation a suicide assessment and the making of the safety plan. (50 pts)

Assignment 2.2 – Complete Activity 5.4 on page 139 in Jackson-Cherry and Erford (2018). Submit a 150-200-word document answering the questions. Provide at least one online resource you can utilize to gain more understanding of how to counsel clients dealing with grief and loss. (50 pts)

Assignment 3.1 – Complete the Think About It 10.1 on page 320 in Jackson-Cherry and Erford (2018). Submit a 250–300-word document discussing how to be aware of potential child sexual abuse. Also, discuss how you would respond if a child client disclosed sexual abuse to you. (50 pts)

Assignment 3.2 – Choose another Empathy Awareness and one Judgment Exercise from Christiansen (2017) and complete them. Submit a 150–250-word document reflecting on these two experiences based on the readings in this module. How might these experiences help a counselor provide crisis counseling? What did you learn from these exercises about your own capacity as a crisis counselor? (50 pts)

Assignment 4.1: Complete Think About It 11.1 and 11.4 on pages 365 and 374 in Jackson-Cherry and Erford (2018). Complete Activity 11.2 on page 368. Write a 250–300-word reflection on these experiences. Include in your reflection how you would respond to counseling a law enforcement officer involved in a shooting. (50 pts)

Assignment 4.2: Create a case scenario involving a community crisis or disaster situation. Using Critical Incident Stress Management and the corresponding Critical Incident Stress Debriefing, explain how a counselor would provide crisis counseling to individuals and groups in the community. Submit a 7-10 slide presentation with complete speaker notes. A minimum of three scholarly sources required. (50 pts)

Use APA Style and Formatting is required for all assignments.

3. PROFESSIONAL IDENTITY DEVELOPMENT:

OPTIONAL BUT ENCOURAGED! To promote professional development during the student's graduate program, it is recommended that every student subscribe to and engage in a LISTSERV with other counseling graduate students to communicate with other students about classes, internships, papers, and ideas about the profession. A recommended Listserv is:

<https://lists.osu.edu/mailman/listinfo/counsgrads>

BONUS POINTS POTENTIAL: Five bonus points available for sharing a discussion experience from the listserv in the "Let's Talk About Anything" section of the course and in the Moodle Bonus section.

4. ADDITIONAL BONUS POINT POTENTIAL

Two optional Zoom discussions will be offered. Attendance will count as one DQ + response (20 points). Time and date to be announced. Watch for announcement in course during the first Module.

Take the Lethal Means Safety Training:

This training can be found at: <https://www.train.org/vha/course/1075258/details>
Provide proof of completion in the Moodle Bonus section. This is a free one-hour course through the VA. You will need to create an account to access the training. (50 pts)

End of Course Summary and Reflection – Discuss the main concepts you are taking away from the course. Provide reflection on the course content, DQs, and Assignments. (20 pts)

VII. EVALUATION AND GRADE ASSIGNMENT

A total of 680 points are available for this course:

280 Moodle posts and responses (280 points; 14x20)

400 Assignments (400 points; 8x50)

Grades will be assigned as follows:

A = 100-90% (612+ points)

B = 89 – 80% (544-611 points)

C = 79 –70% (476-543 points)

D = 69 – 60% (408-475 points)

F = 59-0% (0-407 points)

Calendar/Student Expectations & Outcomes

MODULE Start and End dates		CACREP STANDARDS	Assignments Due in Addition to Moodle Posts
Module 1: July 5 to July 10	Basic Elements and Concepts of Crisis Counseling Crisis counselor self-care strategies to reduce burnout, compassion fatigue and secondary trauma DQ 1.1, DQ 1.2, DQ 1.3, DQ 1.4	CORE 2.F.1.c 2.F.1.1 2.F.3.g CMHC 5.C.2.f	Assignment 1.1 CALM training Assignment 1.2 Empathy and Judgement Exercises
Module 2: July 11 to July 16	Ethical Issues in Crisis Counseling Crisis counseling for grief, substance abuse, suicide and suicide prevention DQ 2.1, DQ 2.2, DQ, 2.3, DQ 2.4	CORE 2.F.3.g 2.F.5.1 2.F.5.m 2.F.7.c CMHC 5.C.2.f	Assignment 2.1 Suicide assessment narrative and safety plan. Assignment 2.2 Grief and Loss resources
Module 3: July 17 to July 22	Role of crisis counselors in domestic violence, child abuse, and sexual abuse situations DQ 3.1, DQ, 3.2, DQ, 3.3	CORE 2.F.5.d 2.F.7.d 2.F.1.1 CMHC 5.C.2.f	Assignment 3.1 Assessing and responding to child sexual abuse disclosure Assignment 3.2 Empathy and Judgement Exercises
Module 4: July 23 to July 28	Providing crisis counselor for first responders and military DQ 4.1, DQ, 4.2, DQ, 4.3 Emergency and crisis preparedness in the community and in schools	CORE 2.F.1.c 2.F.3.g 2.F.5.m CMHC 5.C.2.f	Assignment 4.1 Crisis Counseling for Law Enforcement Assignment 4.2 Community Crisis - Presentation

VIII. CLASS POLICIES AND PROCEDURES

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed (see catalog.ulm.edu/index.php?catoid=24). Additional class policies include:

A. Textbook(s) and Materials:

Required:

Crisis Assessment, Intervention, and Prevention (Merrill Counseling) 3rd Edition

Lisa Jackson-Cherry and Bradley Erford
ISBN-13: 978-0134522715, ISBN-10: 0134522710

And

The Crisis Intervention Manual, 3rd Edition

Kurt Christiansen Psy.D.
SBN-13 978-0999422816

Additional Materials Provided by Instructor:

See additional Resources section in each Module

Recommended:

American Psychological Association. (2020). Publication manual. (7th ed.). Washington, DC

- B. Attendance Policy :** This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.
- C. Make-up Policy:** There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)
- D. Academic Integrity:** Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.
- E. Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.
- F. Student Services:** Information about ULM student services, such as Student Success Center (www.ulm.edu/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Syllabus and schedule are subject to change.

G. Emergency Procedures: (N/A for online courses.)

H. Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Graded and emailing: Instructor will have assignments graded within 7 days after the due date. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services: The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentssuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website: www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone: [318-342-5220](tel:318-342-5220)

Fax: [318-342-5228](tel:318-342-5228)

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: [318-342-5220](tel:318-342-5220)

The Marriage & Family Therapy and Counseling Clinic: [318-342-5678](tel:318-342-5678)

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Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at [318-342-1004](tel:318-342-1004); you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

How to use Moodle:

[Moodle Training Guide](#) (PDF)

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

[Moodle Training Guide](#) (PDF)