

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **COUN 604**

#### **CRISIS COUNSELING**

#### **COURSE DESCRIPTION**

This course provides students with foundational knowledge of the impact of crises, disasters, and other trauma-causing events on people as well as the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. The appropriate use of diagnosis during crisis, disaster, or other trauma causing events and the differentiation between diagnosis and developmentally appropriate reaction during crises, disasters, and other trauma-causing events will be examined. Students will learn specific crisis intervention practices, including procedures for assessing and managing suicide risk, suicide prevention models, and the use of psychological first aid strategies. The counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a crisis, disaster or other trauma-causing event and the operation of emergency management systems will be studied.

#### **RATIONALE**

The course of life seldom proceeds smoothly, with trauma and crises affecting nearly everyone. Without addressing the effects of these issues, quality of life suffers greatly and may deteriorate to a point where normal developmental and emotional progress is impeded or negatively altered. It is incumbent upon the counseling practitioner to develop a theoretical rationale and a course of action that will aid the client in regaining control of these aspects of his/her life.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to

- A. Demonstrate knowledge of the history of the discipline of counseling known as crisis intervention.
- B. Examine the recognized theoretical approaches to crisis intervention in light of a biblical perspective.
- C. Describe the more common crises that counselors face today.
- D. Illustrate the process of crisis intervention by means of case studies.
- E. Organize the primary crisis referral sources in his/her community.
- F. Identify counseling interventions and resources that foster resiliency and healing.

Standard	Measurement
Understands the impact of crises, disasters, and other trauma-causing events on people (CMHC A.9)	Community Disaster and Referral Plan, Exams
Understands the operation of an emergency management system within clinical mental health agencies and in the community (CMHC A.10)	Community Disaster and Referral Plan, Exams
Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CMHC C.6)	Community Disaster and Referral Plan, Exams
Demonstrates the ability to use procedures for assessing and managing suicide risk (CMHC D.6)	Suicide Intervention Plan
Maintains information regarding community resources to make appropriate referrals (CMHC F.1.)	Community Disaster and Referral Plan
Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event (CMHC K.5)	Crisis Intervention Plan
Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CMHC L.3)	Community Disaster and Referral Plan, Crisis Intervention Plan, Suicide Intervention Plan
Understands counselors' roles & responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event (II.G.1.c)	Community Disaster and Referral Plan, Exams
Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior (G.3.f.)	Exams
Understands crisis intervention and suicide prevention models, including the use of psychological first aid strategies (II.G.5.g)	Community Disaster and Referral, Crisis Intervention Plan, Suicide Intervention Plan, Exams

**V. COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the student must post a 250–300-word thread demonstrating course-related knowledge in response to a prompt. In addition to the thread, the student is required to reply to 2 classmates' threads. Each reply must be 125–150 words. Each thread must contain 2 scholarly references, and each reply must contain 1 scholarly reference. All references must have been published within the last 5 years and be cited in current APA format.

D. Suicide Intervention Plan

The student will be given a case study on a client who is actively suicidal. Using the texts and notes from this course, the student will be required to give a step-by-step intervention plan as well as a treatment plan that covers a 3-month action plan complete with appropriate goal setting and interventions. No title page or abstract is necessary.

E. Community Disaster and Referral Plan

The student will develop a community disaster plan for his/her current or potential home community. It must be organized by the nature of the crisis and include referral information that may be helpful to the client. Fifty resources must be included.

F. Crisis Intervention Plan

The student will have the option to choose between 2 movies, *Extremely Loud and Incredibly Close* or *Beasts of the Southern Wild*, or he/she may choose a story of a natural disaster, act of terrorism, or an act of violence in local or national news. Once chosen, this will be the student’s case study client. Whether the student uses a movie or a real-life story from the news, he/she must clearly identify the crisis as an event, clearly indicate how the event was perceived by the client, and clearly show how the event and the perception of the event led to significant diminished functioning of the client. Using the blank form that is provided in Blackboard, the student will complete a Crisis Assessment for the case study client in the movie or the news coverage. The Crisis Assessment must be thorough and clearly present a plan of action for the case study client. It must also adequately describe presenting problems, risk factors, and protective factors.

G. Exams (2)

The student will complete 2 exams in this course. Each exam will be open-book/open-notes, contain 50 multiple-choice questions, and have a 1-hour-and-15-minute time limit.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pts ea)	100
Suicide Intervention Plan	250
Community Disaster and Referral Plan	200
Crisis Intervention Plan	250
Exams (2 at 100 pts ea)	200
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.

3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

E. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

F. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

G. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **COUN 604**

Textbooks: Jackson-Cherry & Erford, *Crisis Assessment, Intervention, and Prevention* (2018).  
 Kolski et al., *The Crisis Counseling and Traumatic Events Treatment Planner* (2014).  
 Van der Kolk, *The Body Keeps the Score* (2014).

<b>MODULE /WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Jackson-Cherry & Erford: chs. 1–2 Van der Kolk: chs. 1–3 2 presentations	Course Requirements Checklist Class Introductions	10 0
<b>2</b>	Jackson-Cherry & Erford: chs. 3–4 Van der Kolk: chs. 4–6 2 presentations	DB Forum 1	50
<b>3</b>	Jackson-Cherry & Erford: ch. 5 Review Kolski et al. Van der Kolk: chs. 11–12 1 presentation 1 article	Suicide Intervention Plan	250
<b>4</b>	Jackson-Cherry & Erford: ch. 12 Van der Kolk: chs. 7–10 2 presentations	Exam 1	100
<b>5</b>	Jackson-Cherry & Erford: ch. 9 Review Kolski et al. Van der Kolk: chs. 13–15 1 presentation	Community Disaster and Referral Plan	200
<b>6</b>	Jackson-Cherry & Erford: chs. 7–8 Van der Kolk: chs. 16–18 1 presentation	DB Forum 2	50
<b>7</b>	Jackson-Cherry & Erford: chs. 6, 10–11 Review Kolski et al. Van der Kolk: chs. 19–20 2 presentations	Crisis Intervention Plan	250
<b>8</b>	Jackson-Cherry & Erford: ch. 13 1 presentation	Exam 2	100
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.