



CRISIS COUNSELING: COUN 6069
Summer Semester
Three Credit Hours

I. CONTACT INFORMATION

Instructor: Michelle Dobson, PhD, LPC, RPT

Phone number: *(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: [Canvas webpage](#)

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 non-crisis counseling. Students will learn basic concepts, essential skills, ethical and legal considerations, and safety concerns regarding crisis counseling. The course is 100% online.

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

Syllabus and schedule are subject to change.

Textbook(s) and Materials:

Required:

Jackson-Cherry, L., & Erford, B. T. (2023). Crisis Assessment, Intervention, and Prevention (4th ed.). Pearson Education (US).
ISBN-13: 9780137871872

Christiansen, K. (2017). The Crisis Intervention Manual (3rd ed.) Empathy Works: Santa Monica, CA.
ISBN-13 978-0999422816

Additional Materials Provided by Instructor:

See Additional Resources section in each Module in Canvas

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible

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accommodations can be discussed or alternative arrangements made. Please know that retroactive accommodations will be decided on a case-by-case basis.

III. COURSE PREREQUISITES

NONE

IV. Course Content and Objectives

Content and Objectives

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 and legal 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
 - Explore crisis situations concerning immigrants and refugees
 - Compare and contrast ACA and ASCA ethical standards with HIPAA and FERPA in crisis situations
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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 counseling for first responders and military
- Emergency and crisis preparedness in the community and in schools
- Crisis counseling for immigrants and refugees
- Crisis counselor self-care strategies to reduce burnout, compassion fatigue and secondary trauma

VI. Instructional Methods

The primary methods of instruction for this course come from an asynchronous format that utilizes weekly recorded lectures and assigned readings. Students are required to engage in a discussion board through an asynchronous format. Asynchronously, students have the option to submit written posts and responses or create recorded video discussions in groups using Zoom. Synchronously, students can participate in a live discussion board twice during the semester, where they can interact with the professor and other students over Zoom.

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VII. Student Performance Evaluation: Criteria and Procedures

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

Each Module there will be 3-4 CANVAS post discussion questions. Initial posts are due by the eighth day of each Module. A minimum of one response to another post is due for each discussion question by the twelfth day of each Module.

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 discussion posts is to foster a conversation 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 initial posts each week as a group discussion (2-4 students) using Zoom (must be a minimum of 20 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: There are Discussion Questions with “NOT Zoom Group Optional” listed.

2. ASSIGNMENTS:

Assignment 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 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 3 - Complete Activity 3.4 on page 88 of Jackson-Cherry and Erford (2023). 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 4 – Complete Activity 5.4 on page 153 in Jackson-Cherry and Erford (2023). Submit a 150-200-word document answering the questions. Provide at least

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one online resource you can utilize to gain more understanding of how to counsel clients dealing with grief and loss. (50 pts)

Assignment 5 – Complete the Think About It 10.1 on page 335 in Jackson-Cherry and Erford (2023). 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 6 – 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 7: Complete Think About It 11.1 and 11.4 on pages 370 and 392 in Jackson-Cherry and Erford (2023). Complete Activity 11.2 on page 385. 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 8: 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 “Bonus” section of the course and in the Canvas Bonus section.

Five bonus points available for proof of webinars, conferences or additional trainings taken through the American Counseling Association website during the course timeframe which pertain to crisis counseling (Maximum 30 points). Submit proof in “Bonus” section of the course.

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 Canvas 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)

VIII. EVALUATION AND GRADE ASSIGNMENT

A total of 680 points are available for this course:

280 Canvas 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			Assignments Due in Addition to Canvas Posts
Module 1: 5/28 – 6/10	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		Assignment 1 CALM training Assignment 2 Empathy and Judgement Exercises
Module 2: 6/11 – 6/24	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		Assignment 3 Suicide assessment narrative and safety plan. Assignment 4 Grief and Loss resources
Module 3: 6/25 – 7/8	Role of crisis counselors in domestic violence, child abuse, and sexual abuse situations DQ 3.1, DQ, 3.2, DQ, 3.3		Assignment 5 Assessing and responding to child sexual abuse disclosure Assignment 6 Empathy and Judgement Exercises
Module 4: 7/9 – 7/23	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		Assignment 7 Crisis Counseling for Law Enforcement Assignment 8 Community Crisis – Presentation Due 7/26

IX. 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:

Jackson-Cherry, L., & Erford, B. T. (2023). *Crisis Assessment, Intervention, and Prevention* (4th ed.). Pearson Education (US). ISBN-13: 9780137871872

Christiansen, K. (2017). *The Crisis Intervention Manual* (3rd ed.) *Empathy Works*: Santa Monica, CA. ISBN-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 Canvas 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/studentssuccess/), 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/.
- 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

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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/studentsuccess

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)

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.

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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