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

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.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the impact of crises, disasters, and other trauma-causing events on people (CMHC A.9)</td>
<td>Community Disaster and Referral Plan, Exams</td>
</tr>
<tr>
<td>Understands the operation of an emergency management system within clinical mental health agencies and in the community (CMHC A.10)</td>
<td>Community Disaster and Referral Plan, Exams</td>
</tr>
<tr>
<td>Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CMHC C.6)</td>
<td>Community Disaster and Referral Plan, Exams</td>
</tr>
<tr>
<td>Demonstrates the ability to use procedures for assessing and managing suicide risk (CMHC D.6)</td>
<td>Suicide Intervention Plan</td>
</tr>
<tr>
<td>Maintains information regarding community resources to make appropriate referrals (CMHC F.1.)</td>
<td>Community Disaster and Referral Plan, Exams</td>
</tr>
<tr>
<td>Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event (CMHC K.5)</td>
<td>Crisis Intervention Plan</td>
</tr>
<tr>
<td>Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CMHC L.3)</td>
<td>Community Disaster and Referral Plan, Crisis Intervention Plan, Suicide Intervention Plan</td>
</tr>
<tr>
<td>Understands counselors’ roles &amp; 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)</td>
<td>Community Disaster and Referral Plan, Exams</td>
</tr>
<tr>
<td>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.)</td>
<td>Exams</td>
</tr>
<tr>
<td>Understands crisis intervention and suicide prevention models, including the use of psychological first aid strategies (II.G.5.g)</td>
<td>Community Disaster and Referral, Crisis Intervention Plan, Suicide Intervention Plan</td>
</tr>
</tbody>
</table>
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.
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.

F. 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

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (2 at 50 pts ea)</td>
<td>100</td>
</tr>
<tr>
<td>Suicide Intervention Plan</td>
<td>250</td>
</tr>
<tr>
<td>Community Disaster and Referral Plan</td>
<td>200</td>
</tr>
<tr>
<td>Crisis Intervention Plan</td>
<td>250</td>
</tr>
<tr>
<td>Exams (2 at 100 pts ea)</td>
<td>200</td>
</tr>
</tbody>
</table>

**Total** 1010

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

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 LUODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
## Course Schedule

### COUN 604


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Jackson-Cherry & Erford: chs. 1–2  
Van der Kolk: chs. 1–3  
2 presentations | Course Requirements Checklist  
Class Introductions | 10  
0 |
| 2           | Jackson-Cherry & Erford: chs. 3–4  
Van der Kolk: chs. 4–6  
2 presentations | DB Forum 1 | 50 |
| 3           | Jackson-Cherry & Erford: ch. 5  
Review Kolski et al.  
Van der Kolk: chs. 11–12  
1 presentation  
1 article | Suicide Intervention Plan | 250 |
| 4           | Jackson-Cherry & Erford: ch. 12  
Van der Kolk: chs. 7–10  
2 presentations | Exam 1 | 100 |
| 5           | Jackson-Cherry & Erford: ch. 9  
Review Kolski et al.  
Van der Kolk: chs. 13–15  
1 presentation | Community Disaster and Referral Plan | 200 |
| 6           | Jackson-Cherry & Erford: chs. 7–8  
Van der Kolk: chs. 16–18  
1 presentation | DB Forum 2 | 50 |
| 7           | Jackson-Cherry & Erford: chs. 6, 10–11  
Review Kolski et al.  
Van der Kolk: chs. 19–20  
2 presentations | Crisis Intervention Plan | 250 |
| 8           | Jackson-Cherry & Erford: ch. 13  
1 presentation | Exam 2 | 100 |

**Total** 1010

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.