

# Adv Counsel Meth Crisis Inter

## COUN-6316

21/FR Section Temporary 08/23/2021 to 12/16/2021 Modified 02/16/2023

### Meeting Times

### Contact Information

### Course Description

An introduction to screening, identification, and resolution of situations with the potential for crisis. A study of more elaborate methods and techniques designed to differentiate and target problem areas. Includes practice counseling of simulated crises, intakes, and treatment planning. Terms Offered: Spring, alternating Long Winters.

#### Requisites

COUN 5310 and 5312.

### Learner-Centered Outcomes

**Student Learning Outcomes-Course: By the end of this course (COUN 6316) the student will be able to:**

	Outcome and CACREP Standard(s)	Means of Assessment
1.	Identify the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (II.F.3.g, V.C.2.f)	response to case study "The story of a death"
2.	Utilize procedures for identifying trauma and abuse and for reporting abuse (II.F.7.d) via	site visit report & quiz on reporting procedures
3.	Apply proper screening, intake, diagnosis, and treatment modalities for crisis clients	assessment case study via discussion board
4.	Demonstrate ability to implement suicide prevention models and strategies, and to effectively use procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (II.F.5.l, II.F.7.c)	suicide risk assessment exercise
5.	Implement crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (II.F.5.m)	Site Visit report
6.	Evaluate the process of crisis counseling from a biblical perspective	Job assignment

### Materials

## REQUIRED TEXTBOOKS

Jackson-Cherry, L. R. & Erford, B. T. (2018). *Crisis assessment, intervention, and prevention*. (3rd ed.). New York, NY. Pearson.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

## ✓ Assignments

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### Requirements for Credit

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**Attendance and Class Participation:** Attendance (10%) and class participation (10%) accounts for 20% of the overall grade.

**Site Visit Report:** Students are required to visit a school, hospital, clinic, telephone hot line facility, etc. that provides crisis care for a particular client population. The site visit report is worth 100 points. Students should be prepared to share information gained from the site visit. The report must be typed, double spaced, and with an appropriate font. The report must be arranged in the format and sequence as displayed below.

**Site Visit Format:** Header Page: student's name, Course Information, name and address of facility. 1. Person contacted at the facility. 2. Client population served by the facility. 3. How facility receives funding for services. 4. How spirituality is addressed in the facility. 5. Suggestions for improving services provided by the facility. 6. Diversity of the treatment staff. 7. Credentials of treatment staff. 8. The one, paramount information learned during the visit. The assignment is worth 100 points and is 10% of the overall grade.

**Clinical Word List Exam:** From the list of clinical words, 25 words will be presented in a matching question format on the exam. Each correct matching item will be worth 4 points. The exam is worth 100 points. The exam is 20% of the overall grade.

**Final Comprehensive Exam:** The final exam consists of 20 multiple choice questions and 20 matching questions. The exam is worth 100 points. The exam is 20% of the overall grade.

**Job Assignment:** The student will use the DSM-V and the Biblical book of Job to determine if Job was suffering from P.T.S.D. The assignment must have biblical verification for the criteria listed (in the DSM-V) for P.T.S.D. Student must unequivocally decide if Job could be diagnosed for the disorder, or if the evidence does not support the diagnosis. The assignment must be typed. The assignment will be graded on the clinical evidence provided for the diagnosis. The assignment is worth 100 points and is 10% of the overall grade.

**DSM-V Assignment:** Typed responses to the handout must be returned as indicated on the class schedule. The assignment is worth 100 points and is 5% of the overall grade.

**Suicide Case Scenario:** A case study involving a client at risk of suicide will be presented as indicated on the course schedule. The assignment is 10% of the overall grade.

Type	Weight	Topic	Notes
Attendance	10%		BlackBoard
Class Participation	10%		Discussion Board / Class
Site Visit Report	10%	Site Visit	See Syllabus
Word List Exam	20%	Clinical Word List	See Handout

DSM-V Worksheet	5%	DSM-V Assignment	See Handout
Job Case Study	15%	P.T.S.D.	See Handout
Suicide Case Scenario	10%	Suicide Prevention	See Handout
Final Exam	20%	Final	See Handout

## Institutional Policies

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### Requirements for Undergraduate and Graduate Credit

When a 5000-level Graduate course is cross-listed with a 4000-level Undergraduate course or a 7000-level course is cross-listed with a 6000-level course, the syllabus clearly defines specific graduate requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Attention Education Certification Students: Go to [dbu.edu/education/requirements](http://www.dbu.edu/education/requirements) (<http://www.dbu.edu/education/requirements>) for essential program requirements.

### Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, students are expected to attend and participate in classes, and absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

NOTE: Students verified by the professor(s) as never attending, for each of the classes in which they are enrolled, will be subject to an automatic drop from these classes, which will result in the cancellation and return of any financial aid received.

### GPA Scale

The GPA grading scale adopted by DBU for courses is:

A+ 4.00	A 4.00	A- 3.67
B+ 3.33	B 3.00	B- 2.67
C+ 2.33	C 2.00	C- 1.67
D+ 1.33	D 1.00	D- 0.67
F 0.00		

\*\* No grades of D are awarded for graduate courses

### Service-Learning

Service-learning is a teaching and learning strategy which integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster global civic responsibility, and to develop servant leaders. All courses play an important role in providing the student with an appropriate curricular foundation for service-learning. Designated service-learning courses incorporate a field-based component to provide the student with a curricular service-learning experience

### Financial Aid

Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in future semesters.

## Disabilities

The student has the responsibility of informing the **Dean of Students, at (214) 333-5340**, of any disabling condition for which the student will request course modifications and/or accommodation. Dallas Baptist University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's choice and responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.

## University Honor Code/Academic Appeal and Academic Misconduct Procedure

University Honor Code/Academic Appeal and Academic Misconduct Procedure:

The faculty member endorses the **University Honor Code** and abides by the **University's Academic Appeal and Academic Misconduct Procedure** as stated in the Student Handbook and the Schedule of Classes.

Cheating and/or plagiarism are not tolerated at Dallas Baptist University and may result in expulsion.

## Final Course Grades

Official final course grades are available only online through Self-Service. The Registrar's Office will only mail grades to a student upon request. The Dallas Baptist University undergraduate and graduate catalogs state that "All accounts must be paid in full before a student can...receive transcripts..." According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which might compromise student confidentiality.

## Children in Classes and Unaccompanied Children

Minors who are not DBU students are not permitted to attend class. Furthermore, minor children may not be unaccompanied on any property owned or operated by Dallas Baptist University. For their safety and welfare, unaccompanied children on any property owned or operated by Dallas Baptist University will be escorted to the Campus Security Office or other duly authorized location and the parents or guardians will be summoned to pick them up immediately.

## Cell Phone and Electronic Device Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

## Electronic Communication Policy

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Collaborate) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff or members of the university community.

## Graduating Students Grades

It is the responsibility of the student to notify the instructor if graduating this semester. Final exams for graduating students will be given earlier. Final grades for graduates are due in the Registrar's Office by noon on the Monday before Commencement ([see Academic Calendar \(https://www.dbu.edu/academics/calendar\)](https://www.dbu.edu/academics/calendar)). These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

## Unauthorized Recordings on Campus

Students are not permitted to make or attempt to make an audio or video recording of any academic class, lab, course discussion or other academic instructional meeting without the explicit permission of the professor. Recordings that receive approval from the professor or are designated accommodations for a documented disability are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published. Recording of class without permission is a violation of the Student

## Schedule

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All courses taught in a classroom include at least one online session.

(May change during the semester)

Week #1	Introduction - Nature and Parameters of a Crisis	<p>Jackson-Cherry &amp; Erford - Chapters 1 and 2</p> <p>Class Handout - Clinical Word List (Define each term)</p> <p>DSM-V Worksheet</p>
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Week #2	Trauma, Crisis, and Counseling	<p>Jackson-Cherry &amp; Erford - Chapters 3 and 4</p> <p>Article on Trauma and Counseling</p> <p>DSM-V Worksheet - Due!</p>
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Week #3	Loss, Grief, and Bereavement	<p>Jackson-Cherry &amp; Erford - Chapter 5 (pp. 107 - 125)</p> <p>Article on Grief / Bereavement and Counseling</p>
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Week #4	Loss, Grief, & Mourning	<p>Jackson-Cherry &amp; Erford - Chapter 5 (pp. 126-145)</p> <p>Continue working on Clinical Word List</p>
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Week #5	Suicide Risk Assessment	<p>Jackson-Cherry &amp; Erford - Chapter 6</p> <p>Suicide Case Scenario</p> <p>Article on Suicide and Counseling</p>
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Week #6	Post-Abortion Syndrome	<p>Jackson-Cherry &amp; Erford Chapter 9 (pp. 275-294)</p> <p>Article on Post Abortion Syndrome &amp; Counseling</p> <p>Suicide Case Due next class</p>
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Week #7	Post-Traumatic	<b>Jackson-Cherry &amp; Erford - Chapter 11</b>
	Stress Disorder I	<b>Article on PTSD and Counseling</b> <b>Suicide Case Study Due!</b> <b>Clinical Word List Exam Review!!</b>

Week #8	Post-Traumatic Stress Disorder II	<b>Jackson-Cherry &amp; Erford - Chapter 12</b>
		<b>Case Study &amp; Treatment Plan</b>
		<b>Clinical Word List Exam</b>

Week #9	Domestic Violence	<b>Jackson-Cherry &amp; Erford - Chapter 8 (pp. 235-252)</b>
		<b>Case Study &amp; Treatment Plan Due</b>
		<b>Article on Intimate Partner Violence &amp; Counseling</b>

Week #10	Post Rape Syndrome	<b>Jackson-Cherry &amp; Erford - Chapter 8 (pp. 253-272)</b>
		<b>Site Visit - Work on completing!</b>
		<b>Article on Post Rape Syndrome &amp; Counseling</b>

Week #11	Sexual Addiction / Violence	<b>Jackson-Cherry &amp; Erford - Chapter 9 (pp. 295-317)</b>
		<b>Site Visit Report Due next week!</b>

Week #12	Child / Sexual Abuse	<b>Jackson-Cherry &amp; Erford - Chapter 10</b>
		<b>Article on Child Abuse and Counseling</b>
		<b>Job P.T.S.D. Handout</b>
		<b>Site Visit Report Due!</b>

Week #13	Emergency Preparedness in Schools and Universities	Jackson-Cherry & Erford - Chapter 13  Article of Emergency Preparedness  No Discussion Board
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Week #14	Counselor  Self-Care	Jackson-Cherry & Erford - Chapter 14  Job P.T.S.D. Assignment due next week.  Article on Counselor Self-Care
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Week #15	Exam Review	Comprehensive Exam Review  Job P.T.S.D. Assignment Due  Final Exam due for graduating students
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Week #16		FINAL EXAM
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