



**The REACH Program of
Trinity International University**

PSY 382R
Crisis Counseling

Student's Manual 1.1

“When anxiety was great within me, your consolation brought joy to my soul.”
Psalm 94:19 (ESV)

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Table of Contents

I. Course Description	4
II. Course Overview	4
III. Course Materials	5
IV. Course Policies	5
V. Course Outcomes	7
VI. Course Requirements	7
VII. Grading Scale	7
VIII. Course Schedule	8
Session One Overview	8
Outcomes for Session One	8
Assignments Due for Session One	8
Session Two Overview	8
Outcomes for Session Two	8
Assignments Due for Session Two	8
Session Three Overview	9
Outcomes for Session Three	9
Assignments Due for Session Three	9
Session Four Overview	9
Outcomes for Session Four	9
Assignments Due for Session Four	9
Session Five Overview	10
Outcomes for Session Five	10
Assignments Due for Session Five	10
Session Six Overview	10
Outcomes for Session Six	10
Assignments Due for Session Six	10
IX. Course Documents	11
Session One Documents	11

Session Two Documents.....	13
Session Three Documents.....	15
Session Four Documents.....	17
Session Five Documents.....	19
Applied Learning Paper	21
X. Evaluation Forms	22
Instructor Evaluation for Written Work.....	22

I. Course Description

This course introduces students to the theory and practice of crisis intervention. Issues such as grief and trauma are explored from both professional and Christian perspectives. Prerequisite: PSY 140 R. *Three hours.*

II. Course Overview

Historically, humankind has experienced crises in one form or another. Today, we are dealing with crises that effect both individuals and society as a whole. Crises such as death, divorce, and abuse are affecting the family. In the past few decades, our country has dealt with terrorism, school shootings, and crises of nature, just to name a few. Scott Floyd (2008) states, "The last few years in American society have been marked by a number of notable violent events. In February 1993, the first World Trade Center bombings took place. The 1995 bombing of the Murrah Federal Building in Oklahoma City brought large-scale violence to the heartland of the United States. In 1997, the most deadly shooting so far exploded across our television screens: Columbine High School. In 2001, terrorists hijacked four airplanes..." He continues to discuss the 9/11 crisis, followed by such natural disasters as Hurricane Katrina and others. Not only in America are we seeing crises. All over the world we see crises of war, famine, and natural disasters. People need crises counseling to be readily available more than ever.

This course will cover the most highly used crisis counseling and intervention theories and techniques in the field. In addition to the well-known secular models, this course will integrate and analyze each topic from a Christian perspective. Christian theories and biblical techniques will be taught as well.

This course consists of six four-hour sessions. Each session will consist of lecture, discussion, videos, and various group activities. Before each session, the student is required to complete both reading and written assignments. During each session the instructor will teach each of the major topics in crisis intervention. Through facilitated discussions, the instructor will integrate Christian theories and ideas into each model. Using parts of Norman Wright's *Crisis and Trauma Counseling* book, class discussions will encourage independent thinking while evaluating students' knowledge and logical reasoning.

The first session will give an introduction to crisis counseling from both a secular and Christian perspective. Session two will cover basic crisis intervention models using the application of biblical principles. Session three will cover post traumatic stress disorder, lethality, rape, and sexual abuse. Session four covers partner violence, addiction and death. Session five will consist of crises in schools, institutions and hostage situations as well as ministering to children and adolescents in crisis. Session six will cover burnout in human service workers, disaster response, and trauma.

In a society that is quickly becoming more dangerous than safe, whether it is in a neighboring country or your own home, crisis counseling will be needed more and more to all kinds of people. As Dietrich Bonhoeffer said, "A Christian is someone who shares the sufferings of God in the world." Not only will one need to share God's suffering, but

know how to effectively care for those who are suffering because of family and community crisis.

III. Course Materials

1. Required

- a. Collins, G.R. (2007). *Christian counseling: A comprehensive guide* (3rd ed.). Thomas Nelson. ISBN# 9-781-4185-0329-1.
- b. Collins, G.R. (2007). *Christian counseling casebook*. Thomas Nelson. ISBN# 978-1-4185-1660-4.
- c. James, R.K. (2008). *Crisis intervention strategies* (6th ed.). Belmont, CA: Thomson. ISBN #978-0-495-10026-3.
- d. Meyer, R.A., & James, R.K. (2005). *CD-Rom and workbook for crisis intervention*. Belmont, CA: Thomson. ISBN 978-0-495-22056-5.
- e. Wright, H.N. (2003). *The new guide to crisis and trauma counseling*. Ventura, CA: Regal Books. ISBN# 978-0830732418.
- f. The Bible (preferably the ESV – or the NASB, RSV, NRSV, or NIV)

IV. Course Policies

1. APA Documentation

All written work (e.g. worksheets/essay questions, reflection papers, final projects, etc.) in the REACH Program must conform to the APA parenthetical notation style. This includes:

- an APA title page (including a running header and page number)
- an “Abstract” page with a 1-2 paragraph summary of your paper (an abstract is only necessary for your Applied Learning Papers, but not for your smaller assignments)
- In-text citations (with author(s), date, and page number (if applicable))
? Note Well: Even discussion board postings and PowerPoint presentations, for example, must use in-text citations when you cite another person’s work or ideas.
- a “References” page (it is not called a “bibliography”)
- one inch margins
- 12 point font
- double spaced

Failure to use and cite others’ work or ideas properly will lead to charges of academic dishonesty. See below for more information.

2. Academic Integrity

As a member of the Trinity community, we ask you to hold yourself and others to the highest standards of academic integrity and honesty. Violations take many forms, which include, but are not limited to, the following:

- Plagiarism: Using another's work or ideas without proper documentation, which requires citing the author or authors' name(s), date of publication, and page number (if applicable).
- Cheating: Using notes, books, or crib sheets during closed-book quizzes or exams, or copying from another student's work.
- Submitting Previous Work: Submitting your work that was previously turned in for credit.
- Ghosting: Writing a paper or taking a quiz (or any other evaluation) in place of another student.
- Aiding and Abetting: Helping others to commit acts of academic dishonesty, or failing to report those who have or plan to commit dishonest acts.

Faculty members will investigate all violations of academic integrity, whether deliberate or non-deliberate. If a violation is confirmed, the student may receive an "F" for the assignment and the course. In such a case, the student may not drop the course. The faculty member will document the case of dishonesty, explaining the incident and the action taken. The Associate Dean will receive a copy of this report, and a copy will be placed in the student's file. In serious cases of academic dishonesty, the Associate Dean may choose to meet with the student and faculty member to review the case. Multiple violations may lead to a student's dismissal from the program.

3. Late Work

All assignments must be turned in on or before the date they are due. Any assignment turned in late will be deducted as follows:

- a. 10% off for up to 24 hours late
- b. 20% off for up to 48 hours late
- c. assignments more than two days late will receive a zero

An extension on the time needed to submit final course requirements (such as the ALP) will be granted only in unusual circumstances and if the instructor and the Associate Dean grant the request.

4. Attendance Policy

Because of the accelerated and collaborative nature of the REACH courses, students are required to attend every class session. Missing a single class means a significant portion of contact with the instructor and the learning community has been lost.

For face-to-face courses, students missing one class session will be penalized between one-half and one full letter grade. Students missing two class sessions will receive an "F" for the course. Any student missing more than 30 minutes of a course session will be considered absent for the full course session.

For online courses, students must participate actively in class discussions and activities. Failure to do so will result in a grade reduction of one-half to a full letter grade at the discretion of the instructor.

V. Course Outcomes

1. Compare and contrast Christian crisis counseling models and methods versus mainstream crisis counseling.
2. Examine their values, biases, and beliefs about crisis situations and integrate them with a Christian worldview.
3. Analyze how to handle crisis intervention from a secular and Christian perspective.
4. Examine and evaluate current crisis situations from a Christian perspective and apply appropriate theoretical models.
5. Systematically analyze a problem situation; select appropriate strategies, theories, or interventions; and evaluate their outcomes.
6. Design crisis case plans for a multitude of crisis situations.
7. Implement legal, ethical, and Christian-based principles within the crisis counseling environment.

VI. Course Requirements

1. Worksheets (10 at 40 points each) = 400 points
2. Applied Learning Paper = 200 points
3. Participation: 100 points

Total Points = 700

VII. Grading Scale

Your final course grade will be based on the total number of points you earn throughout the course:

Percentage	Grade	Percentage	Grade
92-100	A	72-77	C
90-91	A-	70-71	C-
88-89	B+	68-69	D+
82-87	B	62-67	D
80-81	B-	60-61	D-
78-79	C+	0-59	F

VIII. Course Schedule

Session One Overview

Outcomes for Session One

At the end of this session, the student will be able to:

1. Demonstrate a basic knowledge of the characteristics and history of crisis intervention, along with multicultural helping.
2. Compare and contrast the basic tenets of Christian crisis intervention versus secular crisis intervention.
3. Appraise the role of using scripture and prayer in crisis counseling.
4. Analyze the crisis points in one's own life and how they may impact their role as a helper.

Assignments Due for Session One

1. Read James 1-2
2. Complete James Worksheet #1
3. Read Wright Intro, chapter 1, and pp. 420-421
4. Complete Wright Worksheet #1
5. Read Collins 38 and *Collins Casebook* 38

Session Two Overview

Outcomes for Session Two

At the end of this session, the student will be able to:

1. Differentiate between basic crisis intervention and crisis case handling.
2. Demonstrate a working knowledge of the steps involved in telephone and online crisis counseling.
3. Critique one's own ideas of what defines a crisis.
4. Devise a plan to deal with crises appropriately in light of Biblical truths.

Assignments Due for Session Two

1. Read James 3-5
2. Complete James Worksheet #2
3. Read Wright 2-5, 7
4. Complete Wright Worksheet #2

Session Three Overview

Outcomes for Session Three

At the end of this session, the student will be able to:

1. Analyze the differences between common depression and suicidal ideation.
2. Demonstrate the capacity to develop and utilize a suicide plan.
3. Analyze one's own biases toward trauma and sexual assault.
4. Integrate Christian perspectives into the topic of suicide prevention, PTSD, and sexual assault.

Assignments Due for Session Three

1. Read James 6-8
2. Complete James Worksheet #3
3. Read Wright 8, 9, 11, 14, 15
4. Complete Wright Worksheet #3

Session Four Overview

Outcomes for Session Four

At the end of this session, the student will be able to:

1. Demonstrate an understanding of partner violence, chemical dependency, and bereavement.
2. Produce a partner violence escape plan.
3. Analyze the grief process through a biblical lens.
4. Critique Christian perspectives on handling death.

Assignments Due for Session Four

1. Read James 9-11
2. Complete James Worksheet #4
3. Read Wright 6, 12, 13, Appendix
4. Complete Wright Worksheet #4

Session Five Overview

Outcomes for Session Five

At the end of this session, the student will be able to:

1. Differentiate between helping the adolescent and the young child in crisis and helping adults.
2. Apply theoretical approaches to violence in institutions and schools.
3. Identify and evaluate crisis and hostage negotiation techniques.
4. Integrate biblical truths with the child, adolescent, and school crisis situations.

Assignments Due for Session Five

1. Read James 12-14
2. Complete James Worksheet #5
3. Read Wright 16-20
4. Complete Wright Worksheet #5
5. Read Collins 39 and *Collins Casebook* 39

Session Six Overview

Outcomes for Session Six

At the end of this session, the student will be able to:

1. Develop a plan to prevent burnout in one's own practice.
2. Analyze disasters and execute a basic crisis intervention plan.
3. Apply scripture to the grief process.
4. Infer biblical truths to the human service worker and disaster response.

Assignments Due for Session Six

1. Read James 15-16
2. Read Wright 10
3. Complete the Applied Learning Paper

IX. Course Documents

Session One Documents

Note Well: For each session, your answers for both worksheets should not exceed seven pages.

James Worksheet #1

After reading James chapter 1, provide 2-3 paragraph responses to each of the following:

- Were there any aspects of the *definitions of crisis* that surprised you? Why or why not?
- Name and explain a crisis that you personally experienced. In light of the definitions of a crisis, explain how your experience qualifies or does not qualify as a formal crisis.

After reading James chapter 2, provide 2-3 paragraph responses to each of the following:

- Name and describe three characteristics of an effective multicultural counselor.
- To what extent and in what ways do you possess those characteristics? Give specific examples from your own life where appropriate.

In the James and Myer CD-ROM (CIWCD), print out and read the following:

- Core listening skills
- Rules of the road
- Strategies
- Level of intervention
- Triage assessment form (you will also need a copy of this for your assigned role-play in class)

Wright Worksheet #1

After reading Wright's Introduction, complete the following:

- Read three "Situations" from pp. 10-14 and answer the question at the end of each situation.

After reading Wright chapter 1, provide a 2-3 paragraph response to the following:

- Consider Jesus as the model crisis counselor. What are some of the differences between his approach to crisis counseling as compared to some of today's models? Give specific examples from the Bible as you are able.

After reading Wright pp. 420-421, complete the following:

- Pick one passage from each category on pp. 420-421 and write a brief paragraph on how the scripture would help in a crisis situation.

Session Two Documents

James Worksheet #2

After reading James chapters 3-5, complete the following:

In Section Two of the James and Myer CD-ROM (CIWCD), complete the following sections and email them to your instructor:

- Awareness
- Catharsis
- Validation
- Expansion
- Focus

Wright Worksheet #2

After reading Wright chapter 2, provide a 2-3 paragraph response to the following:

- What is the difference between “hearing” and “listening”? Explain how the concept of listening is vital to your role as a counselor. Provide concrete examples from your own life where appropriate.

After reading Wright chapter 3, provide a 2-3 paragraph response to the following:

- Compare and contrast the elements for cultivating trust versus the destructive elements in counseling. Explain a situation or a relationship where some of these dynamics came into play.

After reading Wright chapter 4, provide a 2-3 paragraph response to the following:

- Name and explain three different types of losses. Provide examples from your own life and how you responded to the losses.

After reading Wright chapter 5, provide a 2-3 paragraph response to the following:

- Identify the seven steps of composing a relationship history graph. Then compile either a personal or fictitious example of Figure 4 on p. 91.

After reading Wright chapter 7, provide a 2-3 paragraph response to the following:

- Name and analyze the four common elements of a crisis.
- Name a crisis that you experienced and explain how those four elements appeared in your crisis.

Session Three Documents

James Worksheet #3

After reading James chapters 6-8, please complete the following:

In Section Two of the James and Myer CD-ROM (CIWCD), complete the following sections and email them to your instructor:

- Guidance
- Mobilization
- Ordering
- Protection

Wright Worksheet #3

After reading Wright chapter 8, complete the following:

- Please answer “Additional Questions” on p. 162.

After reading Wright chapter 9, provide a 2-3 paragraph response to the following:

- Analyze and name each step of crisis intervention.
- Who has intervened to help you through a crisis? Did he or she (knowingly or not) follow those steps? How so?

After reading Wright chapter 11, provide a 2-3 paragraph response to the following:

- Describe the CISD model. Do you think this is a viable model? Why or why not?

After reading Wright chapter 14, provide a 2-3 paragraph response to the following:

- How is suicide communicated? What are some ways to intervene?

After reading Wright chapter 15, provide a 2-3 paragraph response to the following:

- What are some factors that will help you determine whether a client is high risk? How can this information help?

Session Four Documents

James Worksheet #4

After reading James chapters 9-11, please complete the following:

In Section Three of the James and Myer CD-ROM (CIWCD), complete the following sections and email them to your instructor:

- Step One
- Step Two
- Step Three

Wright Worksheet #4

After reading Wright chapter 6, provide a 1-2 paragraph response to the following:

- Choose one of the ways to control feelings on pp. 115-123. Briefly explain and analyze the method. Explain how this information could be helpful in your own life.

After reading Wright chapter 12, provide a 2-3 paragraph response to the following:

- List and briefly explain the five stages of grief.
- Name a time in your life when you grieved over something that happened. Did you progress through those stages? If so, how? If not, where did your experience of grief deviate from this model?

After reading Wright chapter 13, provide a 2-3 paragraph response to the following:

- Read *Final Thoughts* on p. 291. Write a brief summary of how these deaths may affect you as a crisis counselor.

After reading Wright Appendix, provide a 2-3 paragraph response to the following:

- Choose one listed resource and visit their website. Write a brief summary of their services.

Session Five Documents

James Worksheet #5

After reading James chapters 12-14, please complete the following:

In Section Three of the James and Myer CD-ROM (CIWCD), complete the following sections and email them to your instructor:

- Step Four
- Step Five
- Step Six

Wright Worksheet #5

After reading Wright chapter 16, provide a 2-3 paragraph response to the following:

- Outline and describe *Children's Communication Stages*. Illustrate and explain how you have witnessed that personally.

After reading Wright chapter 17, provide a 2-3 paragraph response to the following:

- List and explain three characteristics of depression in children. Illustrate and explain how you have witnessed that personally.

After reading Wright chapter 18, provide a 2-3 paragraph response to the following:

- Children have unique ways of dealing with grief. Compare and contrast some ways counselors should approach grief in children compared with adults.

After reading Wright chapter 19, provide a 2-3 paragraph response to the following:

- List and explain three indicators of depression in adolescents. Illustrate and explain how you have witnessed that personally.

After reading Wright chapter 20, provide a 2-3 paragraph response to the following:

- Adolescents have unique ways of dealing with grief. Compare and contrast some ways counselors should approach grief in adolescents compared with adults.

Applied Learning Paper

Write a 10-12 page paper that outlines how you would approach crisis counseling for someone with a problem/issue of your choosing. Please share your topic with your instructor before you start writing. The following outline is suggestive:

Title Page

Abstract

Introduction

- a. Catch Reader's Attention
- b. Purpose Statement
- c. Outline of Paper

Description of Issue (1-2 pages)

Treating the Issue Using Secular Approaches (4 to 5 pages)

Treating the Issue from a Christian Perspective (3 to 4 pages)

Outline of a Step-by-Step Crisis Intervention Plan (1 page)

Conclusion

References

X. Evaluation Forms

Instructor Evaluation for Written Work

Student's Name	Course Number		Assignment		
			ALP		
Specific Requirements	Percentage Distribution Determined by Instructor	Percentage Earned by Student	Instructor Comments		
Organization <ul style="list-style-type: none"> ▪ Introductionⁱ and Conclusionⁱⁱ ▪ Section Titlesⁱⁱⁱ ▪ Section Introductions and Conclusions^{iv} ▪ Organizing Words, Phrases, and Sentences 	5		▪		
Research / Sources (pp. 91-102^v) <ul style="list-style-type: none"> ▪ Credibility (academic vs. non-academic). Please cite your course texts and at least one peer-reviewed journal article. ▪ Number of Supporting Viewpoints ▪ Primary Research 	10		▪		
Discipline-Specific Knowledge/Content <ul style="list-style-type: none"> ▪ Explanation (restate, define, describe, illustrate) ▪ Analysis (reasons, causes, effects, purposes)^{vi} ▪ Critique (agree, disagree, strengths, weaknesses) ▪ Synthesis of Existing Ideas and/or Theories 	25		▪		
Discipline-Specific Application <ul style="list-style-type: none"> ▪ Contextualization (individual, group, organization, sub-culture, culture, etc.) ▪ Recommendations (stop, start, continue, modify) ▪ Creation of New Ideas and/or Theories 	25		▪		
Christian Worldview (and Other Worldviews) <ul style="list-style-type: none"> ▪ Use of Scripture (interpretation and application) ▪ View of Scripture ▪ View of God, gods, or Ultimate Reality ▪ View of Humanity ▪ View of Birth, Life, Redemption, & Death ▪ View of Ethics 	25		▪		
Documentation (pp. 155-195) <ul style="list-style-type: none"> ▪ APA Paper Format ▪ APA Title Page (with Header) & Abstract ▪ APA Integration of Sources^{vii} ▪ APA "References" Page 	5		▪		
Composition (pp. 1-90) <ul style="list-style-type: none"> ▪ Clarity and Concision ▪ Grammar, Punctuation, and Mechanics ▪ Voice (Academic vs. Non-academic) ▪ Tone (Assertive vs. Passive or Aggressive) 	5		▪		
	Total Possible	Total Percentage Earned by Student	Total Possible Points for Assignment	Total Points Earned	Final Grade for Assignment

100%		x 200	=	
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Explanatory Notes

¹ An effective introduction: (1) grabs attention through a quote(s), statement(s), statistic(s), question(s), and/or story, (2) states the thesis or claim (which needs to be clear, concise, arguable, & controversial (?)), and (3) previews/outlines the paper.

² An effective conclusion: (1) summarizes the paper and ties its main points together and (2) ends with final thought(s), question(s), quotation(s), warning(s), challenge(s), and/or action points.

³ Section titles are often as follows: Title of the Paper (not the word “Introduction”), Background or Organizational Context or..., (Main Sections of the Paper), and Conclusion.

⁴ Section introductions and conclusions are usually not necessary in shorter papers (e.g., 1-2 pages).

⁵ All page references refer to Hacker, D. (2008). *A pocket style manual* (5th ed.). Boston: Bedford/St. Martin’s.

⁶ Other categories for analysis include: assumptions, problems, solutions, and predictions.

⁷ There are three strategies for integrating sources into a paper: quotation, paraphrase, and summary.
