

Trinity Evangelical Divinity School CM 6000 - Crisis Counseling – Fall 2020

Instructors: Miriam Stark Parent, PhD

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Class: Sept. 18-10; Oct. 9-10; Oct. 30-31; Nov. 202-21, 2020

(Friday 7:00-9:30 pm; Saturday 8:30 am – 4:30 pm)

Moodle access: <http://webapps.tiu.edu/moodle> [Self-enroll by September 17, 2020]

Enrollment key for Moodle: *Crisis*

Course Description: This course considers the theory and practice of crisis intervention. Various types of crises are considered through case vignette and discussion. Common crisis issues, such as grief and trauma, are considered from historical, professional and Christian perspectives. (3 hrs.)

Course Learning Objectives: At the completion of the course, the student will...

1. Understand the variety of approaches associated with crisis intervention and disaster mental health.
2. Be able to discern how and when crisis intervention might be needed.
3. Have learned various techniques and interventions commonly used in crisis counseling and disaster mental health.
4. Know how to assess his or her ability to deal with various types of crisis/disaster situations.
5. Have begun to develop a framework for dealing with various types of crises from a distinctively Christian / Biblical worldview.

Required Texts:

Floyd, S. (2008). *Crisis counseling: A guide for pastors and professionals*. Kregel Publications. (264 pp.) \$15

Aten, J. D. and Boan, D.M. (2015). *Disaster Ministry Handbook*. InterVarsity Press. (132 pp.+) ISBN: 978-0-8308-4122-6 (print), 978-0-8308-9768-1 (digital). \$10-13

Wright, H.N. (2011). *The complete guide to crisis and Trauma counseling: What to do and say when it matters most*. Bethany House. (430 pp.) ISBN-13: 978-0764216343; ISBN-10: 0764216341 \$20

Course Expectations:

1. All **written work** is to be typed, double-spaced and in program appropriate format unless otherwise stipulated (e.g. MHC students use APA style). Written work should be consistent with the *TIU Style and Format Guide* available online. Students are encouraged to make use of library research assistance through online tutorials.
2. All written work will be **submitted electronically** via Moodle. Emailed or hard copied assignments will not be accepted. Research papers or projects will be returned when graded via Moodle. Students are expected to self-enroll on Moodle for this course.
3. All papers posted after the beginning of class on the date they are due are considered **late**. Late work will receive up to **two points grade reduction** for each day or fraction thereof past the due date.
4. **Plagiarism and/or cheating** of any kind will not be tolerated (see section on Academic Integrity). Copying, printing, receiving or distributing any past or present course exams or exam questions is considered cheating. Offenses will be dealt with accordingly through the Dean of Students office.
5. **Makeup work or extensions** are available only in unusual circumstances and generally carry a reduced grade.
6. **Grades** are calculated on an 8 point system: A (96-100); A- (93-95); B+ (91-92); B (88-90); B- (85-87); C+ (83-84); C (80-82); C- (77-79); D (70-76).
7. A lecture /discussion format is used in this class. Therefore, **attendance and class participation** enhance the learning experience and are expected. These may be factored into the final grade.
8. Adjustments may be made at any time due to **COVID-19 restrictions**. Generally students required to participate via Zoom are expected to meet all the same requirements.

Curriculum Map:

CO 7140 Student Learning Outcomes	CACREP Standard Fulfilled	TEDS CO Dept. Outcome	Assessment Methodology
1. Understand the variety of approaches associated with crisis intervention and disaster mental health.	2.F.1.a,c	2,4-CMC 2-MHC	Exam
2. Be able to discern how and when crisis intervention might be needed.	2.F.3.g	3-CMC 3-MHC	Reading Project
3. Have learned various techniques and interventions commonly used in crisis counseling and disaster mental health.	2.F.5.m 5.C.2.f	4,5-CMC 4-MHC	Reading Discussion Forums Exam
4. Know how to assess his or her ability to deal with various types of crisis/disaster situations		6-CMC	Personal Assessment Discussion Forums Post-class Assessment
5. Have begun to develop a framework for dealing with various types of crises from a distinctively Christian / Biblical worldview.		1-CMC 6-MHC	Personal Assessment Post-class Assessment

Learning Assignments:

- Personal Assessment:** Crisis and trauma work cannot be done without being aware of how it affects us. Taking time to understand how God has used crisis in one's life, allows for greater empathy and understanding of how He might do so in others' lives. Each student will spend a **minimum of three hours** reflecting, journaling or meditating on how God has used crisis/trauma in the process of his or her own spiritual formation. *This should be done in not less than one hour blocks.* (10%) [LO 4, 5]

 - A **brief report** (1-2 pages) will be submitted online. Depth of disclosure is at the discretion of the student. The purpose of the report is to aid in the reflective process and to provide accountability information which will be the basis of the grade.
 - The report must include the time(s), date(s), and nature of the activity undertaken* (e.g. Scriptures upon which one meditated) with a brief statement of impact/outcome.
 - Pre-class Assignment: Personal Assessment (due September 19, 2020)**
- Two cases will be presented via online **Discussion Forums**. Each student will be expected to interact with each case in a timely manner. For each case, at least one initial comment, insight or discussion question will be expected in addition to responses to at least two other students' comments. A grading rubric for discussion forums is posted. (15%) [LO 3, 4] Forums open October 16, 2020.

 - Initial posts due by Sunday, November 1, 2020.**
 - Discussion forums close November 16, 2020.**
- Four quizzes** will be given online. The quizzes will cover all lectured material and reading from the previous weekend. Reading of required texts is expected to be completed on time and will be assessed. Quizzes can be taken at any time during the specified dates. They may include both objective and essay questions. Review of any quiz is only possible immediately following submission. Final grades are recorded after item analysis and any manual grading (e.g. essay questions) is completed. Students are notified automatically when grading is complete. (40%) [LO 1, 3]

 - Quiz One** – available online **Oct. 1-4, 2020.** Floyd text
 - Quiz Two** – available online **Oct. 22-25, 2020.** Aten & Boan text
 - Quiz Three** – available online **Nov. 12-15, 2020.**
 - Quiz Four** – available online **Dec. 3-6, 2020.** Wright text
- Each student will do a personalized **post-class ministry/vocational assessment**. This should involve a *minimum of five hours* research and/or reflection on personal and ministry/professional application of course material. Research may include how various types of crisis intervention or programs may be a good

personal or vocational fit in the future. Reflection may focus on individual challenges and skills in crisis intervention, as well as possible further training. Visits to crisis facilities or discussion with program workers may be helpful. Report writing is NOT included in the five hours. (15%) [LO 2, 4, 5]

- a. A **brief report** (3-4 pages) will be submitted online. The purpose of the report is to provide personal and ministry assessment, as well as accountability information.
- b. *The report must include the time(s), date(s), research activities, and thoughtful reflection, especially on future ministry / professional impact and implementation.*
- c. **Assessment report due by Monday, Dec. 13, 2020.**

Course Resources:

Additional course resources are available on the course webpage. An abbreviated bibliography and public domain resources may be available for download. Lecture outlines in powerpoint format are generally made available prior to the scheduled class. Cases for class discussion may be posted online. All posted materials are for personal study purposes only and are not to be published or distributed in any format.

Projected Course Schedule: Fall 2020 *[Order and outline subject to change.]*

Weekend One: *Introduction / Overview / Models of Intervention*

Sept. 197:00 – 9:30 pm *Introduction / Overview*

Sept. 208:30 – 4:30 *Models of Intervention*

Personal Reflection report due – Sept. 19, 2020

Quiz One – Oct. 1-4, 2020 (Thursday thru Sunday) Floyd text

Weekend Two: *Crisis Strategies / Disaster Mental Health*

Oct. 9 7:00 – 9:30 pm *Crisis Intervention Strategies*

Oct. 10 8:30 – 4:30 *Community Crises / Disaster work*

Quiz Two – Oct. 22-25, 2020 (Thursday thru Sunday) Aten & Boan text

Discussion Forums – Oct. 16-Nov. 16, 2020

Weekend Three: *Grief and Loss*

Oct. 30 7:00 – 9:30 pm *Dealing with Death and Dying*

Oct 31 8:30 – 4:30 *Grief and Loss*

Quiz Three – Nov. 12-15, 2020 (Thursday thru Sunday)

Weekend Four: *Crises of Violence*

Nov. 20 7:00 – 9:30 pm *Domestic Violence / Abuse*

Nov. 21 8:30 – 4:30 *Catchup and Conclusion*

Quiz Four – Dec. 3-6, 2020 (Thursday thru Sunday) Wright text

Project report due – Dec. 13, 2020

Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Trinity Evangelical Divinity school to provide appropriate and reasonable accommodations, or academic adjustments, and services to students with a documented disability to help ensure an equal educational opportunity. Students seeking these services should contact the Associate Dean of Students, at the earliest possible time with supporting documentation.

Academic Dishonesty and Plagiarism

The community at Trinity International University promotes a commitment to integrity in all areas of life. In the case of breaches of academic honesty such as plagiarism or cheating on examinations, the matter will be reported to the Dean/Associate Dean of Students. Students should be advised that normally in cases of academic dishonesty or plagiarism the penalty shall be a "0" for the assignment and an "F" for the course. For the full policy, please see the *TEDS/TGS Student Guide*.