**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: CNSL 5341 VC01 – Crisis Counseling

**Campus**

: WBUonline

**Term/Session**

**:** WBUonline Summer (8-week session) 2025

**Instructor**

**:** **Dr. Cassie Collins**

**Office Phone Number**

**:** **806-291-1182 or cell # 806-685-7626**

**WBU Email Address**

**:** **collinsc@wbu.edu**

**Office Hours, Building, and Location**

**:**

Call to set up an appointment time.

WBU Plainview Campus, Gates Hall, Room 318

**Class Meeting Time and Location**

**:** WBUonline Summer 2023 (8-week session)

**Course start date: June 3, 2024**

**Course end date: July 27, 2024**

**Course Information**

**Catalog Description**

**:** Recognizing a crisis, exploring crisis intervention approaches, models and strategies. Emphasis will be placed on examining the nature of crisis and acquiring basic crisis intervention skills and strategies. Important types of crises will be explored with particular attention to suicide, post-traumatic stress, chemical dependency, personal loss, crises in schools, workplace violence, eating disorders, sexual assault, and partner violence.

**There is no prerequisite for this course.**

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:** James, Crisis Intervention Strategies, 9th edition, Cengage, 9780357622698, 2025

*The textbook for this course is part of Wayland’s* ***Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Optional Materials**

**:** None

**Course Outcome Competencies**

**:**  Upon completion of this course, students will be able to demonstrate an understanding of the key components of Crisis Counseling:

* Define the nature of a “crisis”
* Describe and apply basic, intermediate and advanced crisis intervention processes, terminology, strategies and skills
* Understand the theory and approaches to crisis intervention, including the origins or causes of crisis, how a crisis develops, management of a crisis, and resources within the community, well enough to apply these to suicides and other crisis situations
* Describe the different theoretical models of crisis intervention
* Articulate the essential nature of crisis intervention counseling as distinct from other forms of ongoing counseling
* Understand the nature of crisis surrounding suicide, post-traumatic stress, chemical dependency, personal loss/grief, crisis in schools, workplace violence, eating disorders, sexual assault, and partner violence
* Identify typical disaster reactions
* Utilize standardized assessments available to assess a crisis
* Describe the use of data collection and research regarding crisis situations
* Identify signs and symptoms of professional burn-out and address the importance of self-care

**Attendance Requirements**

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

[Link to Statement on Academic Integrity , and reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

1. Generative AI tools permitted in specific context and with proper citations.
   1. Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.
   2. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate to content must be properly referenced and cited.
   3. Specific parameters for generative AI usage are provided by the instructor.
   4. Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Rick Hammer, [hammerr@wbu.edu](mailto:hammerr@wbu.edu) or call (806) 292-9150.

**Course Requirements and Grading Criteria**

Minimum Technical Skills:

To succeed in this class, students need to be able to understand and engage in a few important technical activities and have a basic skill set of each. Here is a general list: be knowledgeable in utilizing Blackboard Ultra; be able to navigate the web, including downloading and reading files from web sites; be able to use their WBU email, including attaching and downloading documents from email; be able to create and save files in commonly used word processing formats (i.e. .doc, .docx); be able to copy and paste text and other items on a computer; be able to save and retrieve documents and files on a computer; be able to locate information on the internet using search engines.

Because this is a full online class via Blackboard Ultra students should be familiar with how to use Blackboard Ultra including using Discussion board, submitting assignments, etc. Please contact Blackboard helpdesk at (806) 291-3740 during business hours or for 24/7 support at (806) 547-9192.

In addition, Blackboard tutorial is located at [Blackboard Help Desk](https://www.wbu.edu/wbu-online/blackboard-resources.htm)

****Readings:****

Readings should be completed early in the week in which they are assigned with the expectation that graduate students will be able to adequately address the question(s) posted through the weekly discussion board assignment. All class assignments are due on Sunday at 11:59 p.m. Central Standard Time (CST) with exception to the final Discussion Board submission, which is due on Saturday by 11:59 p.m. (CST). Each due date is listed on the Course Tentative Schedule. Specifically, regarding discussion board postings, your discussion board postings are posted by the instructor by 11:59 p.m. (CST) Sunday and your initial response to the postings are due on Thursday by 11:59 p.m. (CST). Your follow-up responding discussion board postings to other student’s initial responses are due on Sunday at 11:59 p.m. (CST).

Professional behavior dictates that the student will contact the instructor through class email ahead of time if he or she will need to turn an assignment in late. Late work will be accepted only upon permission of the instructor. Any work accepted by the instructor late will receive a 5% reduction per day.

Response Times of the Grading of Assignments:

Grades for discussion board postings are typically entered a couple of days from the due date. Grades for other assignments may be expected no later than a week from the due date. Please check the instructor comments section of each (Discussion Board and the 3 Crisis Counseling Written Assignments) for feedback and further instructions. The “My Grades” section of Blackboard provides a method for tracking your progress through the course. Grades will be entered in “My Grades” generally within a week. Response times may vary for each assignment type based on the criteria and length of the paper.

Emails are responded to within 24 hours during the work week and 48 hours during the weekends and holidays, although they are generally responded to sooner than that.

**Course Assignments**

DISCUSSION BOARD

**Weekly Chapter Reflections (20 points for each, 160 points total)** Each week there will be one or more questions that will be posted by the instructor on Discussion Board that reflect contents of each chapter that is assigned on the tentative course schedule. Students will read each chapter(s) and make thoughtful answers. In addition, each student is required to respond ***to at least 2*** other student’s initial responses to the discussion board question(s). Initial responses and two (2) responses to another student’s initial response must be a paragraph in nature each.

Readings should be completed early in the week in which they are assigned with the expectation that graduate students will be able to adequately address the question(s) posted through the discussion board assignment. A discussion board question(s) will be asked by the instructor by 11:59 p.m. (CST) Sunday each week. By Thursday of the same week at 11:59 p.m. (CST) each student is expected to have responded to the discussion question(s) from their own perspective. Within 3 days, by Sunday at 11:59 p.m. (CST) each student is expected to have intelligently and comprehensively responded to two (2) other students.

***Exception: The last week of the course the discussion board questions will be asked by the instructor by 11:59 p.m. (CST)******Sunday. By Wednesday of the same week at 11:59 p.m. (CST) each student is expected to have responded to the discussion question(s) from their own perspective. Within 3 days, by Saturday at 11:59 p.m. (CST) each student is expected to have intelligently and comprehensively responded to two (2) other students.***

CRISIS COUNSELING ASSIGNMENT #1 **(80 points total)**

Students will write a 6-page paper on the topic of individuals with the diagnosis of Borderline Personality Disorder and specifically explore their vulnerability to experiencing crisis. Students will research the criteria of Borderline Personality Disorder (signs and symptoms), prevalence in the population, treatment for these individuals, prognosis, crisis vulnerability, et al. and find a minimum of two peer reviewed scholarly journal articles to further support this assignment. Identify various strategies to manage this population effectively when they are in crisis.

I have included a few videos for you to watch in order to better understand the diagnostic criteria of Borderline Personality Disorder and how it is distinguished from Bipolar Disorder.

***This essay should be at least 6 double-spaced pages in length with 1-inch margins, 11-point font and cite resources.***

CRISIS COUNSELING ASSIGNMENT #2 **(80 points total)**

Students will research, select, and watch a video of their choice from the internet and/or any other digital resource (at least 30 minutes in length but preferably longer) that covers the content area of suicide and review the attached files (on Bb).

Students will then select an individual in crisis highlighted in the video. After researching acute (precipitating/sudden onset) and chronic (perpetuating/predisposing) risk factors for suicide, write a 3-page paper discussing the acute and chronic risk factors that you can identify that were present for the individual that you selected. Explore what you feel may have been the origin of their crisis. Can you identify any buffers (reasons/evidence for living) that this person had that you could have used in a crisis intervention? What intervention(s) might you have attempted if you were called in as a crisis counselor at any point in the crisis event? How was their family affected by the suicide (now and possibly long term)?

***This essay should be at least 3 double-spaced pages in length with 1-inch margins, 11-point font and cite any resources used, including the link or resource to access the video that was selected by the student.***

CRISIS COUNSELING ASSIGNMENT #3 **(80 points total)**

Students will build a trauma-gram ~Refer to your textbook (pages 166-169).

Build your own trauma-gram. The vertical axis should be from 1-10. The horizontal axis is a timeline you will fill in as you consider the residual effects of the traumatic event.

Think about the hotspots in your life. They can range from the death of a pet, relative, or close friend to being in a house fire, tornado, or flood, to having a wreck or custody fight, to having been bullied or suffering a severe injury. Be genuine and challenge yourself; however, share only what you feel comfortable sharing. This assignment addresses a variety of crisis areas we have covered during this course including (but not limited to) adjusting to significant change, trauma/PTSD, family crisis, partner violence, school crisis, psychopathology (i.e., depression, bipolar, schizophrenia, OCD), child abuse, sexual assault, death and grief.

On a scale of 0-10, rate the degree of trauma felt by going back to page 149 and checking out the PTSD criteria. For example, if your first dog, Rover, got run over by a truck and you saw it happen when you were 8 years old and you felt like you had lost your best friend, were unable to sleep at night, had nightmares, were mad at God, felt removed from other people, couldn’t talk about Rover for months because you would immediately started crying, and had recurrent and intrusive thoughts about your dog that wouldn’t go away and interfered with your schoolwork, you’d probably rate yourself at a nine or a ten. As time moved on, and other dogs might come into your life, that original event would still be in memory but rate only a 1. You might have another event such as a serious car wreck when you were eighteen in which you and others were injured that rated a 10. Now, years later, you are driving and riding behaviors are altered by it, and you never drive or ride with somebody who has consumed alcohol. Your guilt over that and the sleepless nights, nightmares, and avoidance of those high school friends injured while drinking and driving, might still cause you to rate the residual effects of that traumatic event as a 5.

1. As you build your trauma-gram, what insights do you gain from its construction?

2. What effects are still dogging you years after the fact?

3. Are you surprised that some of the events still have the potency that they do?

4. How do they (note “do” instead of “did” because they are still ongoing) change the way you do things, that is, alter your lifestyle?

5. Stand back and assess your trauma-gram as if you were the crisis worker working with you. Look at which event was most potent then and which event continues to be potent. Look at the cumulative effect of all trauma events. Do you think you are looking at PTSD or just the typical bumps and potholes that occur on a life journey?

Online resources Interest in both the cause and cure of PTSD has initiated a tremendous upsurge in research in the past few years. For any human services worker who would like more firsthand information from practitioners, the veterans’ centers and veterans’ hospitals scattered throughout the United States are an excellent resource. Here are two websites that seem to have pertinent and reliable information about PTSD. They are:

1. National Center for PTSD. [*http://www.ptsd.va.gov/*](http://www.ptsd.va.gov/) Sponsored by the U.S. Department of Veterans Affairs, this site covers a broad array of research, training, and public information.

2. The Sidran Foundation. [*http://www.sidran.org/*](http://www.sidran.org/) Sidran is a nonprofit foundation devoted to education, advocacy, and research to benefit people who are suffering from traumatic stress.

***This essay should be at least 4 double-spaced pages in length with 1-inch margins, 11-point font and cite resources if any are used. You must also include the visual of your trauma-gram (this in in addition to the 4 pages required).***

**COURSE GRADING SCALE**

Course Grading Scale: (400 total possible points)

A = 90%-100% 400-360

B = 80%-89% 359-320

C = 70%-79% 319-280

D = 60%-69% 279-240

F= below 60% 239 and below

\*This scale may be revised to accommodate any changes in assignments.

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Tentative Schedule**

| **Course Tentative Schedule: WEEK#** | **Reading**  **Chapter and Content** | **Assignment Due** |
| --- | --- | --- |
| Week #1  June 2-June 8 | Students should orient themselves to the syllabus and Blackboard.  Via Discussion Board, tell the class a little about yourself. For example, your name, important family facts, what you enjoy doing when you are not studying or working, current occupation, why the field of (crisis) counseling interests you, and what you hope to get from this course.  **Chapter** **1** – Approaching Crisis Intervention  **Chapter 2** – Culturally Effective Helping in Crisis | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, June 5.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, June 8.  Responses should be directed at Chapter 1 and Chapter 2 discussion Board Initial Responses; however, feel free to reply to others’ personal responses to their introductions, too. |
| Week #2  June 9-June 15 | **Chapter 3** – The Intervention and Assessment Models  **Chapter 4** – The Tools of the Trade  **Chapter 5** – Crisis Case Handling | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, June 12.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, June 15. |
| Week #3  June 16-June 22 | **Chapter 6** – Telephone and Online Crisis Counseling  **Chapter 7** – Posttraumatic Stress Disorder | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, June 19.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, June 22.  **Crisis Counseling Assignment #1 Due** by 11:59 p.m. (CST) Sunday, June 22, Submit to Blackboard |
| Week #4  June 23-June 29 | **Chapter 8** – Crisis of Lethality  **Chapter 9** – Sexual Assault | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, June 26.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, June 29. |
| Week #5  June 30-July 6 | **Chapter 10** – Partner Violence  **Chapter 11** – Family Crisis Intervention | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, July 3.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, July 6.  **Crisis Counseling Assignment #2 Due** by 11:59 p.m. (CST) Sunday, July 6, Submit to Blackboard |
| Week #6  July 7-July 13 | **Chapter** **12** – Personal Loss: Bereavement and Grief  **Chapter 13** – Crisis in Schools | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, July 10.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, July 13. |
| Week #7  July 14-July 20 | **Chapter 14** – Violent Behavior in Institutions – Legal and Ethical Issues on Crisis of Trauma | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Thursday, July 17.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Sunday, July 20. |
| Week #8  July 21-July 26 | **Chapter 15** – Human Services Workers in Crisis: Burnout, vicarious Traumatization, and Compassion Fatigue  **Chapter 16** – Disaster Response | **Discussion Board:**  Student’s Initial Response due by 11:59 p.m. (CST) Wednesday, July 23.  Two (2) responses to other students’ responses due by 11:59 p.m. (CST) Saturday, July 26.  **Crisis Counseling Assignment #3 Due** by 11:59 p.m. (CST) Saturday, July 26, Submit to Blackboard |

**Additional Information**

[WBU Catalog](http://catalog.wbu.edu/)