

COUN 630-79A1-Online
Crisis Counseling
Fall 2026: August 24– October 16
Chadron State College

CSC Mission Statement

Chadron State College provides accessible and transformative education, supports student success, and strengthens the people and places it serves through innovation, partnerships, and service.

Part 1: Course Information

Instructor Information

Instructor: Dr. Kathleen Woods

Office: Old Admin 204

e-mail: kwoods@csc.edu

Office Hours: Virtual

- **Canvas Address:** <https://chadron.instructure.com/>
- **Facebook:** <https://www.facebook.com/groups/csccounseling>

Credit Hours

3 credit hours

Course Description

This course will examine disaster response, crisis prevention, and intervention. Students will increase their knowledge and application of crisis assessment, prevention, and intervention techniques drawn from theoretical frameworks, including the time-limited nature of crisis intervention, related legal and ethical issues, and appropriate interfacing with relevant service providers. (CSC Catalog, 2026-2027). This 8-week course condenses content, requiring more intensive weekly engagement.

Student Learning Outcomes

Upon completion of this course, you will be able to:

	Knowledge/Skill Outcomes	CACREP 2024	Related Assign/Assessment
1	Recognize effects of crisis, disasters, stress, grief, and trauma across the lifespan.	C.13	• Chapter 12 Personal Loss Bereavement and Grief • Chapter 16. Disaster Response: The People of Disasters: Responders and Survivors • Chapter 15. Human Services Workers in Crisis Burnout, Vicarious Traumatization, and Compassion Fatigue

			• Chapter 12, 15, 16 MindTap assignments • Chapter group discussions • NCTSN: Trauma, Spirituality, and Provider Care
2	Identify suicide prevention and response models and strategies.	E.19	• Read Chapter 8. Crisis of Lethality • Chapter 8 MindTap assignments • Chapter 8 group discussion
3	Show proficiency in crisis intervention, trauma-informed, community-based, disaster mental health strategies.	E.20	• Chapter 13. Crises in Schools • Chapter 16. Disaster Response • Chapter 13 & 16 MindTap Assignments • Chapter group discussions • FEMA IS-100.C: Introduction to the Incident Command System, ICS 100 training course • NCTSN: Psychological First Aid Training Online Post-Test Certificate (score of 80% or better) • NCTSN: Psychological First Aid for Schools. • NCTSN Webinar: Needing More Support After a Disaster? Learn About Available Federal and Regional Resources
4	Recognize procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	G.13	• Chapter 3. The Intervention and Assessment Models • Chapter 4. The Tools of the Trade • Chapter 5. Crisis Case Handling • Chapter 14. Violent Behavior in Institutions • Chapter 3, 4, 5, & 14 MindTap Assignments • Chapter group discussions • NCTSN: Psychological First Aid Training Online Post-Test Certificate (score of 80% or better) • NCTSN: Psychological First Aid for Schools.
5	Recognize procedures for assessing clients' experience of trauma.	G.14	• Chapter 2. Culturally Effective Helping in Crisis • Chapter 9. Sexual Assault • Chapter 10. Partner Violence • Chapter 11 Family Crisis Intervention • Chapter 2, 9, 10, & 11 MindTap Assignments • Chapter group discussions • NCTSN: Psychological First Aid Training Online Post-Test Certificate (score of 80% or better) • NCTSN: Psychological First Aid for Schools.

Textbook & Course Materials

Required Text:

James, R. K., & Whisenhunt, J., & Myer, R. (2025). *Crisis intervention strategies* (9th ed.). Belmont, CA: Brooks/Cole, MindTap Online Learning Platform Unlimited 9780357700006. You do not need to purchase the printed version of this text. Cengage/MindTap offers an integrated e-book within the MindTap program.

Method of Instruction

The course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through

weekly assignments, collaborative discussions, and exams. All dates and assignments can be found in the course schedule.

Course Requirements

Unless otherwise indicated, all written assignments must follow APA formatting guidelines: <http://owl.english.purdue.edu/owl/resource/560/1/>. Weekly activities include: MindTap assignments, forums, readings, and exams.

1. **Discussions:** You have opportunities to share your ideas each week. I will provide the topic for you to respond to with a unique reflection and insight. **Original posts are your thoughts and opinions, not lifted from the text, website, or generated with AI.** A new discussion is available Sunday through Saturday of each week. You must participate with at least one original post and two replies on three of the seven days the discussion is open.
 - Read a majority of your classmates' replies and posts.
 - Each post must be at least 200 words.
 - Each reply must be at least 150.
 - Other posts and replies, exceeding the minimum, can be of any length.
 - I will read and participate in the discussion as appropriate.
 - Your first discussion is the Canvas Account Profile. Please upload a photo of yourself! The purpose of the photo is to recognize each other's faces.
 - Only on-time discussions will be accepted.
 - See the discussion instructions at the end of this syllabus.
2. **MindTap Assignments and Quizzes** are found in Cengage MindTap, accessed from Canvas. Once completed, you will automatically receive a grade and feedback for some assignments. In contrast, others will be manually graded, requiring you to view assignment feedback from your Progress tab. Please follow the video link for further explanation on how to view assignment feedback in your Progress tab
<https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr>.
3. **Syllabus Quiz:** You will find this quiz in Canvas-Week One Module
4. **Needing More Support After a Disaster? Learn About Available Federal and Regional Resources.** You will complete this 1.5-hour webinar that provides an overview of the resources available through federal and regional partners, including the Substance Abuse and Mental Health Services Administration, the Centers for Disease Control and Prevention, the Administration for Children and Families, and the Office for Victims of Crime Training and Technical Assistance Center. Using your account at NCTSN, you will navigate to <https://learn.nctsn.org/course/view.php?id=492> complete the webinar, and print/save the certificate of completion. Please submit assignments from the appropriate Weekly Lesson.
5. **FEMA Emergency Management Institute (EMI) Training:** You will complete IS-100.C: Introduction to the Incident Command System, ICS 100 training course. Follow the link or paste it into your browser: <https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c> (This training will take approximately 3 hours). Submit a certificate of completion for the training you've completed. Print and scan (or save as pdf) your certificate when completing the course and submit it by the due date to the appropriate Canvas Assignment.

6. Training Choice: CMHC or School Counseling:**A. School Counseling Students:**

- a) Use your account at NCTSN and complete [Psychological First Aid for Schools](#).
- b) Once you complete the training, retrieve your certificate. [Here are the printing instructions](#)
- c) *Upload your PFA & PFA for Schools' certificates as your submission for this assignment.*

B. CMHC students:

- a) Use your account at NCTSN and navigate to [Trauma, Spirituality, and Provider Care](#).
- b) Once you complete the training, retrieve your certificate. [Here are the printing instructions](#)
- c) *Upload your PFA & Trauma certificates as your submission for this assignment.*

7. **Psychological First Aid (PFA) Training Online:** includes a 6-hour interactive course that puts the participant in the role of a provider in a post-disaster scene. This professionally narrated course is for individuals new to disaster response who want to learn the core goals of PFA and for seasoned practitioners who wish to review. It features innovative activities, video demonstrations, and mentor tips from the nation's trauma experts and survivors. PFA online also offers a Learning Community where participants can share experiences using PFA in the field, receive guidance during times of disaster, and obtain additional resources and training. <https://learn.nctsn.org/course/view.php?id=596>. You must start this assignment early as it will take up to a week for the site to email you a copy of your Certificate of completion.

Part 1A: Student Wellness, Accessibility, and Support**CSC Health Services (e.g., school nurse, counseling)**

As a student, you may experience unexpected stress or other challenges that affect your physical health, mental health, and/or emotional well-being. Signs that you may benefit from additional support include, but are not limited to, strained relationships, anxiety, depression, feeling overwhelmed, alcohol or drug misuse, or a loss of motivation or purpose. [CSC Health Services](https://www.csc.edu/healthserv/) (<https://www.csc.edu/healthserv/>) provides confidential support for students experiencing these or other concerns.

If you find yourself struggling with your physical health (i.e., cold or flu symptoms, etc.), the CSC Campus Clinic Nurse is available to serve all enrolled students, free of additional charge. The nurse sees students on a first-come, first-served basis, according to a fixed schedule. For more information, please visit <https://www.csc.edu/healthserv/medical-services/>.

Counseling services are covered through student fees and do not require insurance or additional out-of-pocket costs. Students working with a licensed counselor may also be referred for virtual psychiatry services through the University of Nebraska Medical Center when appropriate. To schedule an appointment with a licensed CSC counselor, visit the Calendly link for your preferred counselor at <https://www.csc.edu/healthserv/counseling-services/>, call 308-432-6232, or stop by the Crites Hall 3rd floor center lobby.

If you are struggling, support is available, and you are encouraged to reach out. *Seeking support is a sign of strength and will not affect your academic standing.*

ADA—Disability Services

Chadron State College is committed to providing students with a disability the same opportunity for academic success as that provided to all students consistent with state and federal law. If you already have approved accommodations through Disability Services, please contact me so that we can discuss the implementation of your accommodations in this course. If you require reasonable accommodations due to a disability, please contact Disability Services as soon as possible to begin the process. CSC Disability Services, King Library 201, 308-432-6467 or equalaccess@csc.edu.

CSC Learning Lab

The Chadron State College Learning Lab is your one-stop resource for tutoring, mentoring, and academic success tools. Please visit them in the King Library, Main Floor. You can also reach out to them via email at tutor@csc.edu.

Eagles360 Referral System

As your instructor, I care about your academic success and well-being. Eagles360 is a communication tool used by CSC faculty and staff to submit referrals to dedicated support specialists across the CSC campus when we have concerns such as inconsistent attendance, missing assignments, visible signs of stress or anxiety, or other issues that, if allowed to linger, may negatively impact your ability to successfully complete this course. If I submit a referral to Eagles360 about any concerns I may have, please know that it is truly because I want you to succeed. Another CSC staff member will reach out to you to offer support to get things back on track.

For more information, contact Student Affairs at studentaffairs@csc.edu or the Director of Academic Success Services at cmerchen@csc.edu.

Part 2: Grading and Related Academic Policies

Graded Course Activities and Letter Grade Assignment

Viewing Grades in CSC Online-Canvas

Assignments will typically be graded and returned with feedback within **one week** of the due date, although larger projects or exams may require up to an additional week. Students are encouraged to review instructor feedback and apply it to future assignments. Grades will be updated regularly in CSC Online–Canvas, and students are responsible for monitoring their progress throughout the course. If you have questions about your progress, please contact the instructor.

Assignments	Percentage Breakdown
Discussions	20%
MindTap Assignments	15%
Quizzes	15%
Adapting Trauma-Focused Treatments	10%
FEMA EMI Training	10%
Degree Plan Training	10%
Psychological First Aid Training	20%
Total	100%

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

CSC Academic Policies

As appropriate for the course content, students have the right of expression in the classroom and the responsibility to learn from the course of study according to the standards of performance established by the faculty. Student behavior in the classroom should contribute to the learning process for themselves and other students. As members of a learning community, students have an obligation to contribute to the learning of others in the process of their own learning. Communication that threatens individuals, disrupts the learning process, and/or creates a harassing environment is not a right held pursuant to this right of expression. Disruptive behavior undermines the learning environment of others.

The [Course Syllabus Policies website](https://www.csc.edu/vpaa/course-syllabus-policies) lists other academic policies that apply to **all** CSC courses. To review these policies, please click on the link or visit: <https://www.csc.edu/vpaa/course-syllabus-policies>

You may also search for specific academic policies on CSC's [Policy Website](https://www.csc.edu/policy/academic-policies/). (<https://www.csc.edu/policy/academic-policies/>)

Course-Specific Policies

Academic Honesty

You are ultimately responsible for the content of the information you submit and may not attempt to pass off any work generated by an AI program as your own.

Artificial Intelligence (AI)

You may use generative AI tools (e.g., ChatGPT, Claude, Copilot) only when explicitly permitted for an assignment. Any AI-assisted work must be clearly documented, including the tool used, the prompt given, and how the output was incorporated. You remain fully responsible for the accuracy, originality, and integrity of your submissions. Misuse of AI—such as submitting AI-generated work as entirely one's own without disclosure or violating my statements or instructions on AI use in my class—will be treated as academic misconduct under college policy.

AI Use Policy – Limited Use Allowed

Use of AI tools is permitted for specific purposes only, such as brainstorming, grammar checks, or study support. All AI-generated content must be clearly disclosed. Final submissions must represent your own

understanding and critical thinking. Previous drafts may be requested for review. Unauthorized or undisclosed use may result in academic penalties.

Late Work Policy

To ensure your success in learning, you are responsible for completing all assigned work as high-quality submissions within the allotted time. You are also responsible for prioritizing your time accordingly to ensure the timely completion of assigned coursework and activities. Be sure to pay close attention to deadlines; there will be no make-up assignments, quizzes, or late work accepted without prior instructor approval.

Class Participation Policy

Active engagement in the course, including timely completion of readings, participation in discussions, and submission of assignments, is essential for a rich learning experience and success in this class. You are expected to log in at least four times per week to access course materials and to participate actively in the class.

Personal Emergency & Academic Attendance

In the event that a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis, or mental health crisis) requires an absence from courses or causes the inability to participate in class. In that case, you must contact the instructor as soon as possible. Instructors may request documentation to validate such absences.

For personal emergencies that may cause the student to be unable to participate in the course for **three or more consecutive days**, please follow all instructions listed in the full “Personal Emergency & Academic Attendance/Participation” section on the “Course Syllabus Policies” website, linked above.

Dispositional Standards

Please see the CE Website and CE Student Handbook regarding dispositional standards. The standards address a student’s affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student’s ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

Confidentiality

This course, like other courses in the Counseling Program, requires students to maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one violates confidentiality, the student’s ability to continue the program will be in jeopardy.

Additional Recommended Reading and References

1. Hughbank, R. J., Cano, M. (2014). *The role of counseling in an emergency response recovery plan. The American Academy of Experts in Traumatic Stress*. Retrieved from <http://www.aaets.org/article171.htm>
2. Jankowski, J, & Hamblen, J. (February 23, 2016). *The effects of disaster on people with severe mental illness*. PTSD National Center for PTSD Retrieved from <http://www.ptsd.va.gov/professional/trauma/disaster-terrorism/effects-disaster-mental-illness.asp>

Part 3: Course Topic Schedule & Assignment Rubric

Week	Dates	Content	Assignments	Readings
1	Aug 24-30	Approaching Crisis Intervention. Culturally Effective Helping in Crisis.	• Discussion 1 • Register for MindTap in Canvas • Week One Module • Syllabus Quiz Due Aug 30	James Ch. 1 & 2
2	Aug 31-Sept 6	The Intervention and Assessment Models. The Tools of the Trade. Crisis Case Handling.	• Discussion 2 • Week Two Module	James Ch. 3, 4 & 5
3	Sept 7-13	Telephone and Online Crisis Counseling. Posttraumatic Stress Disorder.	• Discussion 3 • Week Three Module • Webinar: Adapting Trauma-focused Treatments for Culturally Diverse Populations Due Sept 13	James Ch 6 & 7
4	Sept 14-20	Crisis of Lethality Sexual Assault	• Discussion 4 • Week Four Module	James. Ch. 8, & 9
5	Sept 21-27	Partner Violence Family Crisis Intervention.	• Discussion 5 • Week Five Module • FEMA Emergency Management Institute (EMI) Training Due Sept 27	James Ch. 10 & 11
6	Sept 28-Oct 4	Personal Loss: Bereavement and Grief. Crises in Schools	• Discussion 6 • Week Six Module	James Ch. 12 & 13
7	Oct 5-Oct 11	Violent Behavior in Institutions. Human Services Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue.	• Discussion 7 • Week Seven Module	James Ch. 14 & 15
8	Oct 11-16	Disaster Response.	Discussion 8 Week Eight Module - Psychological First Aid Due Wednesday, Oct 14 - <u>Training Choice: CMHC / School Counseling</u> Due Wednesday, Oct 14	James Ch. 16

Disclaimer Statement

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning “outcomes.” However, the instructor reserves the right to make changes in

this schedule that would result in enhanced or more effective learning. Modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Faculty Academic Freedom

A teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties. A teacher is entitled to freedom in the classroom in discussing their subject but should be careful not to introduce controversial matter which has no relation to the subject. The College teacher is a citizen, a member of a learned profession, and an officer of an educational institution. As a person of learning and an educational officer, the teacher should remember that the public may judge the teaching profession and college by their utterances. Hence, a teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not an institutional spokesperson.

Additional Academic Resources

Chadron State College is committed to the success of all students. Following is a list of the Academic Support Services available at CSC:

- START Advising Center (General Academic Advising/Schedule Changes)
 - Phone: 308-432-6061
 - Email: start@csc.edu
 - Location: Crites Hall, First Floor
- Career Services (Major Exploration, Job Fairs)
 - Phone: 308-432-6467
 - Email: dkennell@csc.edu
 - Location: King Library 201
- Library Services
 - Phone: 308-432-6271
 - Email: library@csc.edu
 - Location: King Library, Main Floor
- Technology Support
 - Phone: 308-432-6311
 - Email: helpdesk@csc.edu
 - Location: King Library, Main Floor

Assignment Instructions/Rubrics

Discussion Instructions

This course works well when everyone is involved in discussing the material. Your participation throughout the week is essential. Your grade will be based on how much you say and how well it contributes to the class's work, the total number of days/times you post in the discussion, and the minimum word count. You are expected to offer comments, questions, and replies to

the discussion questions posed for each week. My role is as an observer and facilitator. I will read and participate in the discussion as appropriate. **Original posts are your thoughts and opinions, not lifted from the text, website, or generated with AI.**

I grade each discussion on a 3-point scale. As this assignment is a conversation, I will not accept late discussion postings/replies as the conversation has ended. **If you fall below any minimum expectation, a point for each missed expectation will be deducted from the possible 3-point total.**

Suggested participation example:

- Monday-enter an original post that meets a minimum word count of 200 words,
- Tuesday-enter a reply to any classmate that meets a minimum word count of 150 words,
- Wednesday-enter a reply to any classmate that meets a minimum word count of 150 words,
- Read a majority of classmates' entries by Sunday.

3 Points—Minimum expectations:

- Write an original post of at least 200 words early in the week. (1 point)
- Write a response to any classmate on a subsequent day (a day following your original post) at least 150 words. (1 point)
- Write a second response to any classmate on yet another subsequent day (a day following your first response to a classmate) at least 150 words. (1 point)
- ***Additional expectations:***
 - * Made in time for others to read and respond
 - * Relevant information that is full of thought, insight, and analysis
 - * Connected to previous or current content or real-life situations
 - * Contain rich and fully developed new ideas, connections, or applications
 - * Provide outside resources supporting your ideas
 - * Read a majority of classmates' entries.