The mission of Houston Graduate School of Theology is empowering spiritual leadership through the intellectual, spiritual, and vocational development of men and women in order to advance the gospel of Jesus Christ throughout the world.

I. Course Description
This course is designed to introduce students to basic crisis intervention strategies. The course addresses fundamental crisis intervention theory and offers practical applications in various crisis situations. Students will explore various assessment, intervention, and crisis treatment issues. Special emphasis will be placed on the impact of trauma on the individual, family, and community. Students will engage in crisis intervention role plays and practice applying specific interventions in crisis scenarios. Each student will engage in researching and compiling a comprehensive community resource guide for the local community.

II. Learning Outcomes
By the end of this course, the student should be able to:

1. Understand and apply concepts, competencies, and best practices related to crisis, trauma, and disaster events and responses
2. Analyze and apply theories and response models related to crisis, trauma, and disaster events
3. Analyze cultural, ethical, and legal considerations related to crisis, trauma, and disaster events and responses
4. Analyze implications and effects of vicarious trauma and apply self-care strategies to mitigate their effect
5. Analyze effects and apply interventions related to sexual trauma, crises in individuals and families, crises in the community, and national and global crises.
6. Evaluate appropriate use of diagnosis related to crisis, trauma, and disaster events
7. Analyze the role and importance of advocacy for counselors and survivors of crisis, trauma, and disaster events.

Required textbooks


### III. Class Schedule

| Aug. 26 | Course Introduction  
|         | Crisis Defined  
| Sept. 2 | Labor Day – No class  
| Sept. 9 | Readings  
|         | • Kanel, Chapter 1 - What is a Crisis?  
| Sept. 16 | Readings  
|         | • Kanel, Chapter 2, The History of Crisis Intervention  
| Sept. 23 | Readings  
|         | • Kanel, Chapter 3 – Ethical and Professional Issues  
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<thead>
<tr>
<th>Sept. 30</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Kanel, Chap. 4 – The ABC Model of Crisis Intervention</strong></td>
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<tr>
<th>Oct. 7</th>
<th>Readings</th>
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<tr>
<td><strong>Kanel, Chapter 5 – Suicide, Homicide, and Psychotic Crises</strong></td>
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<tr>
<td><strong>REFLECTION PAPER DUE</strong></td>
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<tr>
<th>Oct. 14</th>
<th><em>Student Presentations</em></th>
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<td>Readings</td>
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<td><strong>Kanel, Chapter 6 – Cultural Sensitivity in Crisis Intervention</strong></td>
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<th>Oct. 21</th>
<th><em>Student Presentations</em></th>
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<tr>
<td>Readings</td>
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<tr>
<td><strong>Kanel, Chapter 7 - Developmental Crises</strong></td>
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<tr>
<th>Oct. 28</th>
<th>Midterm Exam – Chap 1 – 8.</th>
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<tr>
<th>Nov. 4</th>
<th><em>Student presentations</em></th>
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**Readings**

- Kanel, Chap. 8 - Crises of Loss
- Kanel, Chapter 9 – Natural Disasters, Manmade Disasters, and Trauma Response


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<th>Nov. 11</th>
<th><strong>Readings</strong></th>
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<td>- Kanel, Chapter 10, Crises of Personal Victimization: Child Abuse, Elder Abuse, Intimate Partner Abuse, and Sexual Assault.</td>
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*Prevention of Vicarious Trauma ASSIGNMENT DUE*

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<th>Nov 18</th>
<th><strong>Readings</strong></th>
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<tr>
<td></td>
<td>- Kanel, Chapter 11 – Crises Related to Substance Abuse</td>
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Nov. 25 – No class – Happy Thanksgiving!
**Dec. 2**

**Special topic: Certification for Crisis Response Counselors**
*Student will bring local crisis and trauma resource/information to class to compile a comprehensive guide to crisis intervention in Houston, TX.*

**Readings:**

**FINAL PROJECT DUE**

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**IV. Course Requirements**

**A. Class Discussions:** Classes will consist of lectures, discussions, and media presentations, and it is in your best interest to attend class and participate in the class discussions on time and regularly. You will be assigned chapter and article readings. Please read the materials before class and come prepared to discuss them. You are responsible for all material that is presented during class time and presented in your textbook.

**B. Presentations:** Students will offer a 30-minute presentation on a crisis, trauma, or disaster (see articles list below). Please provide an outline for the instructor and colleagues. The presentation will consist of: 1) a detailed description of the trauma or crisis; 2) a literature review summary of evidence-based practices to address this issue; and 3) a description of an intervention to address this crisis.

**C. Reflection Paper: Impact of Crisis, Trauma, and Disaster Events on Mental Health (2–3 pages).** Provide an analysis of the impact of crisis, trauma, and/or disaster on the mental health of the person presented in the case study (to be provided by instructor). Be specific and provide examples to illustrate. Briefly describe a personal example of crisis, trauma, or disaster, and explain the impact it has had on you and others. APA or Turabian format.

**D. Prevention of Vicarious Trauma: Self-Awareness and Self-Assessment (2–3 pages).** Summarize the results of the self-assessment. Explain what you learned about yourself as it relates to vicarious trauma. Describe three strategies that you might use to mitigate the effects of vicarious trauma, and explain why you selected each. Use the following assessment to complete this assignment:
Use the following link:
http://casat.unr.edu/docs/testa-smith.mary_ya.wa_08.pdf
APA or Turabian format.

E. Midterm Exam: The mid-term exam will cover the first half of the text content and lectures.

F. Final Project: For your Final Project, you will apply concepts, theories, and approaches presented in the course to a Crisis, Trauma, and Disaster Response Project. The project must be presented as a 13- to 15-page (not including references, title page, or abstract), double-spaced, APA-formatted project in the form of a paper.

V. Evaluation
Students will be evaluated on class attendance, class participation in discussions, and performance on examinations, projects and assignments. All evaluative assignments must be submitted for a passing grade.

Means of Assessment:

1. Midterm Exam 25 points Oct. 28
2. Student Presentation 20 points see class schedule
3. Reflection paper 15 points Oct. 7
4. Final Project 30 points Dec. 9
5. Attendance/Participation 10 points

Semester grades will be assigned on the following basis:

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<th>Points</th>
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<tr>
<td>96-100</td>
<td>A</td>
<td>88-91</td>
<td>B</td>
<td>80-83</td>
<td>C</td>
<td>69 &amp; below</td>
<td>F</td>
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<tr>
<td>94-95</td>
<td>A-</td>
<td>86-87</td>
<td>B-</td>
<td>78-79</td>
<td>C-</td>
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<tr>
<td>92-93</td>
<td>B+</td>
<td>84-85</td>
<td>C+</td>
<td>70-77</td>
<td>D</td>
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ATTENDANCE POLICY AND EFFECT ON GRADES
Students are expected to attend scheduled classes. In case of illness or emergency excused absence may be granted by the instructor. Unexcused absence will adversely affect the final grade. Three unexcused absences will automatically lower the grade by ½ a letter (from A to A- etc.) Four unexcused absences will automatically lower the grade by a letter (from A to B). Six unexcused absences will result in a failing grade. Excused absences will not receive punitive reduction, but are likely to result in a lower grade. It is rarely possible to recover all the material that is lost when one is absent.
VI. Journal Articles


VII. HGST Policies

A. Regular attendance and regular submission of assignments on due dates in syllabus is expected. Each student must talk to the instructor about circumstances affecting his or her ability to attend class and complete assignments. Attendance is required at scheduled classes and at the scheduled start time. Two absences will not affect the student’s grade, but more than this will affect the student’s class participation grade. The student could lose as much as a letter grade for excessive tardiness and absences.

B. Work is expected on the due date. Late papers and assignments will result in 5 points deduction PER DAY of tardiness. Students are to notify the instructor by email of any delay in assignment submissions. The instructor acknowledges that some emergency circumstances (death & family emergencies or personal serious illness) may interfere with meeting deadlines. However, the expectation is to regularly meet the deadlines listed in the syllabus. Students may be required to submit a doctor’s note if assignments are delayed due to illness.

C. Cell phones provide distractions to class. The student should turn cell phones off or to silent or vibrate modes and should only respond to calls during breaks.

D. Incompletes
In cases of extenuating circumstances and at the discretion of the instructor, a student may request and apply for an extension on required assignments that are not completed by the end of the semester or term, subject to a 5-point grade reduction on the final grade of each assignment. If an extension is granted, the instructor will record a grade of “I” (Incomplete) and set an extension of time, not to exceed thirty calendar days from the end of the class, within which to complete the work. Additional extensions may be granted only by the Dean of the Faculty and only after a student has petitioned the Dean in writing. If the course work is not completed within the extended time allotment, the grade of “I” will be converted to the grade earned by the student up to that point. The student is responsible to ensure that all necessary paperwork is submitted to the registrar’s office by the deadline published in the school calendar.

E. Plagiarism
Plagiarism is presenting the work of another person as one’s own without giving proper credit for the use of the information. Students must not quote or paraphrase books, articles, essays, or Internet sites without giving proper credit to the author(s). Students should guard against plagiarism by crediting the original author through use of proper citations. Internet plagiarism is a particularly easy and tempting form of intellectual theft. Cutting and pasting sentences and paragraphs from the Internet without citations is plagiarism. Failure to cite Internet sources is plagiarism. Any student who is found guilty of plagiarism is subject to a range of consequences as outlined below.

1. If a faculty member suspects plagiarism, the instructor will investigate. If suspicions are confirmed, the faculty member will present the evidence to the appropriate Associate Dean as a record of the offense. If the Associate Dean concurs with the allegations, the following procedures should be implemented as applicable:
   a. The faculty member may discuss the offense with the student following consultation with the Associate Dean, but the student will meet with the Associate Dean.
   b. For a first offense, the faculty member, in consultation with the Associate Dean, may give opportunity for a rewrite of the assignment or may assign a grade of zero for the plagiarized assignment.
c. For a particularly egregious case of plagiarism on a major assignment, the consequences could result in automatic failure of the course.

2. The student may appeal the above-mentioned decisions of the faculty member in writing to the Dean of the Faculty.

The second confirmed offense will result in expulsion from school. The student will be notified by a letter from the Dean of the Faculty. His or her only opportunity for appeal will be to the President in writing. The President’s decision will be final.

F. Library Usage

A student’s ability to get the most out of library resources will enhance the possibility of earning a high grade in this class. Therefore, students should consider using, in addition to the HGST library, one or more of the following libraries.

*Houston Public Library*— Any resident of Texas can obtain a free Houston Public Library card. Library cardholders have access to all of the books in the library system as well as the use of free interlibrary loans, meaning that HPL cardholders can borrow almost any book available. Cardholders can use the library’s website, www.houstonlibrary.org, to search the catalog and manage interlibrary loans. The website also contains links to WorldCat and other online databases that will enhance your research. The HPL location that is closest to HGST, the Collier Regional Branch (832-393-1740), is located at 6200 Pinemont, which is less than three miles from campus. A better option would be the newly expanded and renovated Central Library (832-393-1313), which is located downtown at 500 McKinney. In addition, HPL has many other locations. The HGST library can give you an application for an HPL library card, or you can print the application form from their website.

*Fondren Library at Rice University*— The Fondren Library (713-348-5113) is located at 6100 Main. Please visit www.rice.edu/fondren for more information. The procedure for borrowing books at the Fondren Library is, first, go to the online catalog [www.rice.edu/fondren] to search for available books; second, go to the HGST library and fill out a form, signed by HGST library personnel, to take with you to the Fondren Library for each book; third, retrieve the book(s) yourself; fourth, take the book(s) and the signed form to the circulation desk to complete checkout (return the yellow copy to the HGST library; when the book(s) are returned to the Fondren Library, they will indicate so on the pink and gold copies; return the pink copy to the HGST Library and keep the gold copy for your records).

*Cardinal Beran Library at St Mary’s Seminary*—the home of an extensive theological library, St Mary’s Seminary (713-686-4345) is located at 9845 Memorial Drive, only 4.6 miles from HGST. For more information, please visit http://beran.stthom.edu. The Doherty Library on the main campus of University of St Thomas is also an option.

*Library of the Presbytery of the New Covenant*— as an HGST student you have borrowing privileges at this library located at 1110 Lovett Blvd, Houston. To search their online catalogue, go to http://www.pbyofnewcovenant.org/cgi-bin/rqm/rqm.cgi.

Other options include Harris County Public Library (www.hcpl.net) and the libraries at the University of Houston and Houston Baptist University.