



COUN5332 Crisis Counseling
New Orleans Baptist Theological Seminary
Counseling Division
Spring 2022 (NOLA2U Live)
Thursday 12:30-3:20 PM

Professor: Jeffery Nave, PhD, LPC-S, LMFT-S, NCC; Professor of Counseling

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Mission Statement of the Counseling Program

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Course Description

COUN5332 Crisis Counseling (3 hours) Faculty Students study the theory of crisis intervention and emergency psychology. High stress communication skills and a specialized counseling approach, the crisis intervention model, are presented. Students acquire knowledge and skill through observation, study, and practice. Biblical and theological bases for understanding crisis events are considered. Various crises are examined including such events as suicide, death, grief, physical illness, family emergencies, and situational and developmental crises.

Syllabus Distribution

This syllabus will be made available via blackboard one week prior to the first day of class. Due to regular semester updates, any version accessed prior to this date may contain inaccuracies.

Course Objectives

Course Objectives	Learning Experiences	Assessments
Students will examine theories and models in the field of crisis intervention and emergency psychology, and the cognitive, affective, behavioral, and neurological effects associated with trauma.	<i>Instruction</i> Class lecture, video, discussion and role play <i>Readings</i> As assigned	<i>Course Assignments</i> Midterm Exam Final Exam
Students will develop and practice skills necessary for assessment of competent response to a range of crises and critical event scenarios.	<i>Instruction</i> Class Lecture, video and discussion <i>Readings</i> As assigned	<i>Course Assignments</i> Roll- Plays Midterm Exam Final Exam
Students will identify and practice principles of intervention for individuals with pre-existing mental or emotional disorders during times of crisis, emergency, or disaster.	<i>Instruction</i> Discussion and leadership of activities <i>Readings</i> As assigned	<i>Course Assignments</i> Roll- Plays Midterm Exam Final Exam

Students will identify principles that will help guide appropriate use of resources consistent with client's desire for and need to examine spiritual dimensions of crisis and loss.	<i>Instruction</i> Class lecture, video and discussion <i>Readings</i> As assigned	<i>Course Assignments</i> Integration Paper Midterm Exam Final Exam
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Course Requirements and Evaluation of Grades

Assignment/Requirements & Description	Percentage	Due Date
Crisis Response Model Students will complete the formal training modules for Basic Crisis Intervention Stress Management and Psychological First Aid. Evidence of reading, participation in role-plays and discussion will contribute to total grade. Students are responsible for all assigned readings. Readings will be assigned each class meeting to accommodate pace through the CISM and Psychological First Aid models. Students are encouraged to read ahead.	50%	March 3
Collaborative Scripting The entire class will regularly work together on Collaborative Scripting exercises. Each student is expected to contribute to this process of identifying common Crisis Response dilemmas and refining scripted responses for use in these dilemmas.	20%	
Mid-Term Examination	15%	March 10
Final Examination	15%	See Catalogue

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in the graduate catalog. (See "Absences" category in the website catalog at: [https://catalog.nobts.edu/generalinfo/academicpolicies.](https://catalog.nobts.edu/generalinfo/academicpolicies))
3. Technical issues will not be considered a valid reason for missing a class session.

Textbooks

Mitchell, Jeffery T. (2015). *Group Crisis Intervention - Core Course - Fifth Edition*. International Critical Incident Stress Foundation, Inc. 0979569281

Everly, George S., Jr. & Lating, Jeffrey M. (2017). *The Johns Hopkins Guide to Psychological First Aid, 1st edition*. Johns Hopkins University Press. 978-1421422718

Evaluation of Grade

- | | |
|----------------------------|-------------|
| 1. Crisis Response Model | 50% |
| 2. Collaborative Scripting | 20% |
| 2. Mid-Term Examination | 15% |
| 3. Final Examination | 15% |
| | 100% |

Grading Scale:

The following grading scale is used at NOBTS:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: below 70

Course Policies, Academic Conduct, and Professional Conduct

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website

(www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade per week late.

Professional Conduct

Students are expected to adhere to the appropriate codes of ethics for their particular programs. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location.

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



[TWITTER.COM/NOBTS](https://twitter.com/NOBTS)



[INSTAGRAM.COM/NOBTS](https://www.instagram.com/NOBTS)



[FACEBOOK.COM/NOBTS](https://www.facebook.com/NOBTS)

Course Schedule

Week 1	Introduction Overview of Crisis Counseling Range of Application of Crisis Counseling Skills
Week 2	Introduction to CISM
Week 3	CISM Training
Week 4	CISM Training
Week 5	CISM Training
Week 6	CISM Training
Week 7	CISM Training
Week 8	MID-TERM - THURSDAY March 10
Week 9	SPRING BREAK-MARCH 14-18
Week 10	Introduction to Psychological First Aid
Week 11	Psychological First Aid
Week 12	Psychological First Aid
Week 13	Collaborative Scripting and Role-Plays
Week 14	Collaborative Scripting and Role-Plays
Week 15	Crisis Negotiation and Support
Week 16	Review

FINAL EXAM (see Graduate Exam Schedule)

Selected Bibliography

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- Cooper, H. M. (1979). Statistically combining independent studies: A metaanalysis of sex differences in conformity research. *Journal of Personality and Social Psychology* 37:131–135.
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- Everly, G. S. & Mitchell, J. T. (1999). *Critical Incident Stress Management: A New Era and Standard of Care in Crisis Intervention* (2nd Ed.). Ellicott City, MD, Chevron.
- Flannery, R. B., Hanson, M. A., Penk, W., Flannery, G. J. & Gallagher, C. (1995). The Assaulted Staff Action Program: An approach to coping with the aftermath of violence in the workplace. In: Murphy L, Hurrell R, Sauter S, Keita G, eds. *Job Stress Intervention*. Washington, D.C., American Psychological Association, 189–212.
- Flannery, R. B., Hanson, M. A., Penk, W., Goldfinger, S., Pastva, G. & Navon, M. (1998). Replicated declines in assault rates after the implementation of the ASAP. *Psychiatric Services* 49:241–243.
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- Mitchell, J. T. (1983). When disaster strikes: The Critical Incident Stress Debriefing process. *Journal of Emergency Medical Services* 8:36–39.
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- Robinson, R. & Mitchell, J. T. (1995). Getting some balance back into the debriefing debate. *Bulletin of the Australian Psychological Society* 17:5–10.
- Raphael, B., Meldrum, L. & McFarlane, A. (1995). Does debriefing after psychological trauma work? *British Medical Journal* 310:1479–1480.
- Raphael, B., Wilson, J. & Meldrum L. (1996). McFarlane: Acute preventive interventions. In: van der Kolk B et al., eds.. *Traumatic Stress* NY, Guilford, 463–479.
- Richards, D. (1999). A field study of CISD v. CISM. Paper presented to the Fifth World Congress on Stress, trauma and Coping in the Emergency Services Professions, Baltimore.
- Watts, R. (1994). The efficacy of critical incident stress debriefing for personnel. *Bulletin of the Australian Psychological Society* 16:6–7.