



## **COUN 564.81E: Individual and Family Crisis and Resources**

Course Syllabus:

Spring 2026

January 29<sup>th</sup> – May 8<sup>th</sup> - 2026 Saturdays

1:00 pm to 3:40 pm

ETAMU - Dallas

### **INSTRUCTOR INFORMATION**

**Instructor:** Azadeh Mansour, Ph.D., M.A., LPC (TX)

**Office Location:** Dallas

**Office Hours:** By Appointment

**University Email Address:** azadeh.mansour@etamu.edu

**Preferred Form of Communication:** Email / Schedule An Appointment

**Communication Response Time:** 24-48 hours, Monday – Friday

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Required Textbooks:**

Kagan, R., & Schlosberg, S. (1989) *Families in perpetual crisis*. W.W. Norton & Company, Inc.

Pruchno, R. (2014). *Surrounded by madness*. Dog Ear Publishing.

Yeager, K.T., & Roberts, A.E. (2015) *Crisis intervention handbook: assessment, treatment, and research, (4<sup>th</sup> edition)*. Oxford University Press.

*Note* - this course will use D2L as its Learning Management System.

##### **Selected Supplemental Readings – As Assigned**

Jackson-Cherry, L.R., & Erford, B. T. (2024). Crisis Assessment, Intervention, and Prevention. (4<sup>th</sup> ed.). Hoboken, NJ: Pearson Education. [ISBN: 9780137878918]

\*\* *Other supplemental readings as assigned.*

##### **Supplemental References:**

American Foundation for Suicide Prevention (2024). Brief interventions for managing suicidal crises.  
<https://afsp.org/brief-interventions-for-managing-suicidal-crises/>

American Institute of Stress. 10 actions for responding to a veteran in crisis.  
<https://www.stress.org/10-actions-for-responding-to-a-veteran-in-crisis>

American Institute of Stress. Combat operational stress. <https://www.stress.org/military/combat-stress>



American Institute of Stress. The Holmes-Rahe Stress Inventory. <https://www.stress.org/holmes-rahe-stress-inventory>

American Institute of Stress. Military. <https://www.stress.org/military>

American Psychological Association. Intimate partner violence.  
<https://www.apa.org/topics/violence/partner>

Cleveland Clinic (2024). Nervous Breakdown  
<https://myclevelandclinic.org/health/diseases/22780-nervous-breakdown>

Cornell University Library. How to prepare an annotated bibliography: The annotated bibliography.  
<http://guides.library.cornell.edu/annotatedbibliography> Creating annotated bibliographies based on APA style. (2018) [a PDF document] retrieved from <https://www.bethel.edu/library/research/apa-annobib-sixth.pdf>

Department of Defense United States of America. Supporting military families in crisis: A guide to help you prevent suicide. [www.dspo.mil/Portals/113/Documents/Family-Guide](http://www.dspo.mil/Portals/113/Documents/Family-Guide)

Freuetel, K. M., Duckworth, R.C., Scott, S. L., & Fenderson, E.N. (2022). Exploring the experiences of counselors responding to crisis in rural communities. *Journal of Rural Mental Health*, 46(1), 40-49. <https://doi.org/10.1037/rmh0000148>

Kocert, A. (2024, November). My Counseling Journey. How I found purpose after burnout. *Counseling Today*, 67(6), 48. Retrieved from: [https://www.counseling.org/docs/default-source/counseling-today-archives/ct-nov-2024-issue.pdf?sfvrsn=23a05dd0\\_1](https://www.counseling.org/docs/default-source/counseling-today-archives/ct-nov-2024-issue.pdf?sfvrsn=23a05dd0_1)

Litam, S. D. A., Lam, E. T.C. (2021). Sex trafficking belief in counselors: Establishing the need for human trafficking training in Counselor Education program. *International Journal for Advancement of Counseling*, 43, 1-18. Retrieve from <https://link.springer.com/article/10.1007/s10447-020-09408-8>

Madsen, W. C. (1999). *Collaborative therapy with multi-stressed families*. Guilford Press. Moore, H. (1994) *Is there a crisis in the family?* [www.unrisd.org/80256B3C005BCCF9/\(httpAuxPages\)/.../OPWSSD3.pdf](http://www.unrisd.org/80256B3C005BCCF9/(httpAuxPages)/.../OPWSSD3.pdf)

Montague, K. T., Christensen, K., & Furr, S. (2020). Counselor preparation in crisis, trauma, grief, and neuro counseling. *Journal of Counselor Preparation and Supervision*, 13(4), Retrieved from <https://research.library.kutztown.edu/jcp/vol13/iss4/1>

National Library of Medicine (2024). Crisis Intervention. StatPearls Publishing LLC. <https://www.ncbi.nlm.nih.gov/books/NBK559081/>

NPR. (2016). Invisibilia [radio show]. <https://www.npr.org/2016/07/01/483856025/read-the-transcript>

Poal, P. (1990). Introduction to the theory and practice of crisis intervention. *Quaderns de Psicologia*, 10, 121-140.



Rizkalla, N., Zeevi-barkay, M., & Segal, S. P. (2017). Rape Crisis Counseling: Trauma Contagion and Supervision. *Journal of Interpersonal Violence*, 36(1-2), Retrieved from <https://doi.org/10.1177/0886260517736877>

Texas Education Agency (2024). Mental Health Resources: Counseling and Crisis Intervention Services. <https://tea.texas.gov/about-tea/other-services/weather-and-disaster/harvey-mental-health/mental-health-resources-counseling-and-crisis-intervention-services>

Texas Health and Human Services (2024). Mental Health Crisis Services <https://www.hhs.texas.gov/services/mental-health-substance-use/mental-health-crisis-services>

Texas Health and Human Services (2024). Local Intellectual and Developmental Disability Authority Handbook. <https://www.hhs.texas.gov/handbooks/local-intellectual-developmental-disability-authority-handbook/1900-crisis-intervention-specialist>

VanAusdale, S., & Swank, J. M. (2020). Integration of trauma based education in Counselor Education, *Journal of Counselor Preparation and Supervision*, 13(2), Retrieved from <https://research.library.kutztown.edu/jcps/vol13/iss2/5/> or <http://dx.doi.org/10.7729/42.1354>

U.S. Department of Health and Human Services. The role of mental health professionals in the prevention and treatment of child abuse and neglect. <https://www.childwelfare.gov/pubs/usermanuals/menthlth/>

U.S. Department of Veterans Affairs. PTSD: National Center for PTSD. [https://www.ptsd.va.gov/professional/co-occurring/moral\\_injury\\_at\\_war.asp](https://www.ptsd.va.gov/professional/co-occurring/moral_injury_at_war.asp)

\*\* Additional supplemental readings as assigned.

## COURSE DESCRIPTION

### Catalog Description Of Course

564. *Individual and Family Crisis and Resources*.

Three semester hours. A study of special problems encountered in family living with individual and community resources pertinent to them.

### General Course Information

This course introduces various models of assessment of individual and family crises as tools for understanding and assessing the developmental and situational aspects of family crises. It provides a contextual framework for the application of individual and family intervention principles. This course will explore appropriate interventions in such selective family crises as death, terminal illness, suicide, chronic illness/disability, marital crises/separation/divorce, crime and violence, rape, natural disasters, war and imprisonment, marital violence, sexual abuse, physical abuse, drug and alcohol abuse. We will explore in further detail a sampling of the previously mentioned types of individual and family crises, while looking at a basic model of crisis theory and response, with a framework provided to hang specific crises upon.



### **Student Learning Outcomes (SLOs):**

#### Measurement 1 (Knowledge):

I. Personal Assessment Paper. Students will identify personal factors (e.g., attitudes, values, behaviors) that can impact clinical abilities and approaches to crisis work. Students will also demonstrate knowledge of the impacts of burnout, vicarious trauma, and compassion fatigue.

#### Measurement 2 (Skills):

I. Personal Assessment Paper. Students will explore personal factors that may impact their clinical effectiveness and will develop preventive and/or restorative strategies to address these areas.

\*All SLOs address the respective CACREP Standards evident in the syllabus.

### **2016 CACREP Standards Addressed in COUN 564 PLOs**

<b>Standard</b>	<b>Learning Activity or Assignment</b>	<b>Assessment</b>
2.F.3.g. (2016 CACREP) effects of crisis, disasters, and trauma on diverse individuals across the lifespan including the use of psychological first aid strategies.	Lecture notes; Article/s: Poal, P. (1990); Yeager, K, et.al (2015); Personal Assessment Paper	Discussion Rubric; Exam Rubric: Personal Assessment Paper
2.F.5.l. (2016 CACREP) suicide prevention models and strategies	Department of Defense United States of America. Supporting military families in crisis: A guide to help you prevent suicide Yeager, K., et.al (2015); Jackson-Cherry & Erford (2024) Chapters 2, and 6 Personal Assessment Paper	Discussion Rubric; Exam Rubric Personal Assessment Paper Rubric
2.F.5.m. (2016 CACREP) crisis intervention, trauma informed, and community-based strategies, such as Psychological First Aid	Lecture notes Kagan, R., & Schlosberg, S. (1989); Chapter 1; Moore, H. (1994); Pruchno, R. (2014); Yeager, K., et.al (2015) Personal Assessment Paper	Discussion Rubric; Resources Project Rubric; Exam Rubric: Personal Assessment Paper Rubric



5.C.2.f. (2016 CACREP) impact of crisis and trauma on individuals with mental health diagnoses	Lecture notes Kagan, R., & Schlosberg, S. (1989), Chapter 4, 11 Pruchno, R. (2014) American Psychological Association, no date (Intimate partner violence)  Department of Defense United States of America. Supporting military families in crisis: A guide to help you prevent suicide  U.S. Department of Health and Human Services (n.d., Mental Health Professional and child abuse) Personal Assessment Paper	Discussion Rubric; Annotated Bibliography Rubric; Exam Rubric; Personal Assessment Paper Rubric
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**CONTENT AREAS include, but are not limited to, the following:**

- I. Introduction to individual and family crises and resources A. Effective helper characteristics
  - a. Definitions
  - b. Crisis intervention goals
- II. Legal and ethical issues A. Counseling relationship
  - a. Consulting
  - b. Private practice
- III. Intervention techniques and facilitative conditions
  - a. Environment
  - b. Use of client background information
  - c. Initial interview/intake
  - d. Structuring
  - e. Response dimensions
    - i. Unconditional positive regard (respect)
    - ii. Genuineness (warmth)
    - iii. Empathy
    - iv. Specificity (concreteness)
    - f. Action dimensions
      - i. Confrontation
      - ii. Appropriate self-disclosure
    - g. III. Immediacy
    - h. Communication leads
- IV. Intervention theories and approaches
  - a. Crisis theory models...
- V. Special populations and concerns
  - a. Diversity issues
  - b. Reluctant and/or resistant clients
  - c. Double ABCX model of Crisis Intervention
  - d. Developmental crises
  - e. Situational crises



## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for instructional and learning methods, submitting assignments, participating in online discussions, and completing exams. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

### Instructional Methods

This course consists of a fully online format (D2L), with lecture and didactic learning methods, small group discussions, and assignments coupled with practical application projects.

### Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6<sup>th</sup> edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so. Be open to the process. This degree takes time, work, effort, and growth.



## Assignments/Assessments

### COURSE REQUIREMENTS AND GRADING

**(315 possible points, of which 90% would equal an A, 80% a B, etc.)**

\*\*\*Note. Assignments are to be submitted as noted in D2L

**1. Class Attendance and Participation: (30 points)** – Due to the nature of the face-to-face class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification.

Attendance and Participation. Includes timely class attendance and active contributions to class discussions and activities.

**Attendance.** Attendance for the course is measured by being in attendance for the face-to-face classes and being on time to class.

**Participation.** Appropriate (as defined by instructor) level of interaction/participation during class discussions. Concerns will be addressed individually by the instructor and recommendations made. Students are expected to actively participate in and contribute to their learning experience. Active participation includes completing text readings and activity assignments in each unit and offering thoughtful contributions to in class discussions. Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner. Failure to do so will result in points being deducted from your final grade.

The following criteria will be used to determine participation & attendance points:

### Class Participation Rubric

<i>3 – Exceeds Expectations</i> (27 – 30 points)	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness
<i>2 – Meets Expectations</i> (24 – 26 points)	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness
<i>1 – Does Not Meet Expectations</i> (0 – 23 points)	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident



## 2. Personal Assessment Paper: (50 points)

**OBJECTIVE:** To evaluate your own potential to effectively perform crisis intervention counseling.

In this approximately 5-page paper, you will identify and discuss personal attitudes, values, behaviors, and experiences that can impede or enhance your ability to do crisis work. Your paper must reflect accurate knowledge of effective crisis worker characteristics and the dynamics of counselor burnout, vicarious traumatization, and compassion fatigue. You will use the course readings, and at least 3 professional journal articles dealing with counselor burnout, vicarious traumatization, or compassion fatigue as references. Cite all references, using APA 7<sup>th</sup> format.

**To prepare to write this paper, you will need to do the following:**

1. Think about the topics we have read about and discussed in class so far.
2. Look ahead and give some thought to the topics we'll be addressing throughout the rest of the semester: for example PTSD, suicide, sexual assault, domestic violence, grief and loss and etc.

**In preparing to write your paper, consider the following:**

- What personal qualities or characteristics might enhance your ability to be an effective crisis worker?
- What personal qualities or characteristics might impede your ability to be an effective crisis worker?
- How might crisis experiences in your own life increase the potential for countertransference when working with clients who have experienced similar forms of trauma and crisis?
- What steps might you take to lessen the potential for and therefore manage countertransference in these situations?
- What attitudes, values, behaviors, and experiences might contribute to your risk for vicarious traumatization or compassion fatigue?
- What feelings, attitudes, motives, and/or expectations might increase your risk for burnout?
- What are some preventative and restorative measures for burnout that are a good match for your particular needs?

**\*\* Remember that this self-assessment must be informed by the course readings and at least three professional journal articles dealing with this topic.**



### Personal Assessment Paper Rubric

	<b>1 – Does Not Meet Expectation (0-10 points)</b>	<b>2 – Meets Expectation (15 points)</b>	<b>3 – Exceeds Expectation (18-20 points)</b>
Student evaluated their own potential to effectively perform crisis intervention counseling. (20 Points)	Demonstrates a lack of knowledge on how to appropriately evaluate their own potential.	Demonstrates knowledge on how to appropriately measure their efficiency counseling a crisis intervention but not fully.	Demonstrates exceptional knowledge on how to measure their effectiveness when performing crisis intervention counseling.
Paper must reflect accurate knowledge of effective crisis worker characteristics and the dynamics of counselor burnout, vicarious traumatization, and compassion fatigue. (20 points)	Student failed to provide accurate knowledge or address each of the characteristics and dynamics.	Student did not meet all expectations by providing incomplete knowledge or missing characteristics.	Student demonstrated an exceptional job by meeting all expectations. Student exemplified correct knowledge and focused on all traits.
	<b>1 – Does Not Meet Expectation (0-1 points)</b>	<b>2 – Meets Expectation (2-3 points)</b>	<b>3 – Exceeds Expectation (4-5 points)</b>
Student wrote at least five pages with at least three journal articles (5 points)	Student did not meet either or both standards.	Student did not fully meet both standards.	Student met both of the writing requirements regarding layout.
APA 7 <sup>th</sup> Edition Style/Grammar (5 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work.	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.



### 3. Resources for Clinician &/ Family: (50 points)

For this project you will search for approach/intervention strategies on a particular topic listed under general course information (above) that the clinician and/or family could make use of.

#### Resources for clinician and/or family Rubric

Resource Project Qualities	1 – Does Not Meet Expectation (0-2 points)	2 – Meets Expectation (3-5 points)	3 – Exceeds Expectations (6-10 points)
Number of Relevant Resources Utilized & Cited (10 points)	Less than the minimum number of resources (<5) provided	Required number of resources provided (5)	More than the minimum number of resources provided (>5)
	1 – Does Not Meet Expectation (0-6 points)	2 – Meets Expectation (7-14 points)	3 – Exceeds Expectations (15-20 points)
Appropriate Specific Description of Utilized Resources (20 points)	Missing critical components	Project includes most elements OR all elements discussed in a brief manner	Project includes all elements, discussed thoroughly and clearly
Overall Project Quality (20 points)	Project is not complete, not written in a clear manner OR is discussed in an illogical/inconsistent manner.  Project has several grammatical/APA errors; not consistent with graduate level work	Project is evident of graduate level work with some grammatical/APA errors	Project is evident of graduate level work with few to no grammatical/APA errors



#### 4. Research Paper (Annotated Bibliography): (85 points)

For this project you will develop an annotated bibliography on one of the topics we have not covered but listed above in general course information, or, if you choose one of the topics we are scheduled to cover, you will research a particular aspect of the topic that we did not include in our discussion lectures.

#### Research Paper Rubric

Project Qualities	1 – Does Not Meet Expectation (0-8 points)	2 – Meets Expectation (9-15 points)	3 – Exceeds Expectations (16-25 points)
Number of Professional References Provided (25 points)	Less than the minimum number of resources (<10) provided	Adequate number of resources provided (10)	More than the minimum number of resources provided (>10)
	1 – Does Not Meet Expectation (0-9 points)	2 – Meets Expectation (10-19 points)	3 – Exceeds Expectations (20-30 points)
Guidelines Followed (30 points)	Missing critical components	Project includes most elements OR all elements discussed in a brief manner	Project includes all elements, discussed thoroughly and clearly
Complete Summary of Referenced Articles (30 points)	Summary is not complete, not written in a clear manner OR is discussed in an illogical/inconsistent manner. Project has several grammatical/APA errors; not consistent with graduate level work	Summary is complete and is evident of graduate level work, writing clear and logical, with only some grammatical/APA errors	Summary of each reference is well written, and is evident of graduate level work with few to no grammatical/APA errors



## Exam Rubrics

	<b>1 – Does Not Meet Expectation (&lt; 80 )</b>	<b>2 – Meets Expectation ( 81 - 89 )</b>	<b>3 – Exceeds Expectation (&gt; 90 )</b>
Grade on Exam	Less than 80% correct on all exam items	Between 80% and 89% correct on all exam items	Greater than 90% correct on all exam items

## GRADING

Final grades in this course will be based on the following scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

<b>ASSIGNMENT/ASSESSMENT</b>	<b>POINT VALUE</b>
Class Attendance & Participation	30
Personal Assessment Paper	50
Resources for Clinicians &/ Family	50
Research Paper (Annotated Bibliography)	85
Final Examination	100

Total points possible = 315. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 100. Assignments are due on the day noted in the syllabus and on D2L. Unless noted otherwise, all assignments are due at 11:59pm on the noted date. Late assignments if and when accepted will have 10% deduction per day late from the final score when accepted in extenuating circumstance with instructor's approval and a documented excuse. After three days being late, assignments may not be accepted.



## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A



## Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.



- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- For YouSeeU Sync Meeting sessions **8 Mbps** is required. Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-SystemRequirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.  
Running the browser check will ensure your internet browser is supported.
  - Pop-ups are allowed.
  - JavaScript is enabled.
  - Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader <https://get.adobe.com/reader/>
  - Adobe Flash Player (version 17 or later)  
<https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - Apple Quick Time <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.



## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support: [https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

### ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@etamu.edu](mailto:helpdesk@etamu.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

### COMMUNICATION AND SUPPORT

#### *Brightspace Support*

Need Help?

#### **Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.



#### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.



## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

Written assignments are due as highlighted on the course syllabus and as noted on D2L. Assignments due on the day of class must be submitted before the start of class. Late paperwork will NOT be accepted. Unless noted otherwise in-class, assignments that are due in D2L are due by 11:59pm on the day noted. Late assignments will have 10% deducted per day late from the final score if and when accepted with a documented excuse. In the event of an excused absent and with instructor approval, you must then provide your instructor with university approved documentation reflecting the purpose of your absence. After three days being late, assignments may not be accepted.

### Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please reach out and make an appointment if you have any concerns or questions. Since I teach at various locations, email is the best way to reach me to then schedule a meeting appointment time if and when needed. I will attempt to answer all emails within 48 hours, Monday through Friday, but may need up to 72 hours to do so at times. Emails transmitted on Fridays after 4 p.m. will be responded to the following week. When emailing, please use your university email and address me with courtesy and respect.

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance in-class and/or noted in D2L.

### University Specific Procedures/Policies

#### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

#### ETAMU Attendance

Students in this course are expected to attend class and be active participants in class activities. Participation is required, and those who actively participate in class almost always receive higher grades than those who do not. Attendance is required. Students are expected to demonstrate consistent attendance. For face-to-face classes, attendance is defined as being present at the start of class, being in class during class time, and staying until the



end of class. Students cannot miss more than 10% of the course meetings. This policy allows for two (2) absences. Any absence missed after two (2) absences will result in loss of credit for the course. Students who anticipate frequently missing class, arriving late, or leaving early should consider dropping the class.

Students are expected to have completed assigned readings prior to the class period in which they will be discussed. You are also strongly encouraged to ask questions at any point during the class, as discussion generally allows students to learn better (and tends to make the class a lot more fun, too).

If you must miss class on a night when you are due to take an examination or give a presentation, you must provide your instructor with university approved documentation reflecting the purpose of your absence. This documentation will be used as a tool to evaluate whether your instructor can provide an exception to the absence policy (e.g., hospital admittance/discharge paperwork, funeral announcements, etc.).

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#)

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

## Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## AI use policy [Draft 2, May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty



## **Students with Disabilities - ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### ***Office of Student Disability Resources and Services***

East Texas A&M University Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@etamu.edu](mailto:studentdisabilityservices@etamu.edu)

Website: [Office of Student Disability Resources and Services](#)

<https://www.etamu.edu/student-disability-services/>

## **Nondiscrimination Notice**

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url: <http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.



## **East Texas A&M University Supports Students' Mental Health**

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.etamu.edu/counsel](http://www.etamu.edu/counsel)

### ***Mental Health and Well-Being***

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.





**FLEXIBLE COURSE OUTLINE / CALENDAR**

**Spring 2026 Semester Course Calendar**

*The schedule/syllabus are subject to change at the discretion of the instructor.*

Date	Topic	Readings	Assignments
Week 1: 1/31 & Week 2: 2/7	Introduction to Course and Class  Conceptual Definitions  Working with Multi-Stressed Families  the Assessment Process	Yeager, K., et.al (2015), Part 1, Chapter 1. Kagan, R., & Schlosberg, S. (1989), Chapter 1  Assigned Supplemental Readings: Evidence-Based Research	Discussion Week 1  Discussion Week 2
Week 3: 2/14 & Week 4: 2/21	Engaging Reluctant Individuals and Families, a structure Selected Individual/Family Crisis:  Severe Mental Illness, <i>including</i> Suicide Awareness - Assessment <i>including</i> assessment and treatment of Non-suicidal Self-Injury	Kagan, R., & Schlosberg, S. (1989). Chapter 4 from "Families in perpetual crisis" Book "Surrounded by madness" Yeager, K., et.al (2015), Part 1, Chapter 2, 4, 5, 6, & 11 Jackson-Cherry & Erford (2024) Chapters 2, and 6  Assigned Supplemental Readings: Evidence-Based Research	Discussions Week 3 & Week 4  Activities associated with this topic
Week 5: 2/28 & Week 6: 3/7	Selected Family Crisis: Families in Perpetual Crisis, <i>including</i> Abuse and Domestic Violence  Community-Based Counseling Resources  TBD	Selected Family Crisis: Families in Perpetual Crisis, including abuse and domestic violence; Kagan, R., & Schlosberg, S. (1989), Chapter 11 American Psychological Association, no date (Intimate partner violence) Yeager, K., et al. (2015), Part 1V, Chapters 16 & 17  U.S. Department of Health and Human Services, no date (Mental Health Professional and child abuse)  Assigned Supplemental Readings: Evidence-Based Research	Discussions Week 5 & Week 6  Activities associated with this topic  <b>Resources for Clinicians &amp;/ Family DUE 3/7</b>



Week 7: 3/14	SPRING BREAK		
Week 8: 3/21 & Week 9: 3/28	Selected Family Crisis: Military and Reentry Issues  Community-Based Counseling Resources	American Institute of Stress, no date; Department of Defense United States of America. Supporting military families in crisis: A guide to help you prevent suicide;  U.S. Department of Veterans Affairs. PTSD: National Center for PTSD, no date  Assigned Supplemental Readings: Evidence-Based Research	Discussions Week 8 & Week 9  <b>Personal Assessment Paper DUE 3/28</b>
Week 10: 4/4 & Week 11: 4/11	Natural and Man-Made Disasters: Acts of Violence  Community-Based Counseling Resources	Yeager, K., et al. (2015), Part II, Chapters 7, 8, & 9  Assigned Supplemental Readings: Evidence-Based Research	Discussions Week 10 & Week 11  <b>Research Paper (Annotated Bibliography) DUE 4/4</b>
Week 12: 4/18 & Week 13: 4/25	Ethics/Legal/Professional Issues in Clinical Mental Health Counseling  Community-Based Counseling Resources  Course Wrap-Up	Assigned Supplemental Readings: Evidence-Based Research	Discussions Week 12 & Week 13
Week 14: 5/2	Finals Week		<b>EXAM</b>