



**CRN 50447**

**COUN 564 01W: Individual and Family Crisis and Resources**

Course Syllabus:

Summer II, 2025

July 7 through August 7

Web-based: Synchronously on Mondays and Wednesdays beginning at 5:00pm

Pre-requisites: COUN 516 and COUN 548

**INSTRUCTOR INFORMATION**

<b>Instructor:</b>	Dr. Zaidy MohdZain
<b>Office Location:</b>	Binnion 229B
<b>Office Hours:</b>	by appointment
<b>University Email Address:</b>	zaidy.mohdzain@tamuc.edu
<b>Preferred Form of Communication:</b>	e-mail
<b>Communication Response Time:</b>	48 hours during workdays

**COURSE INFORMATION**

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

**Required Textbooks**

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

Everly, Jr., G., and Lating, J. M. (2026). *The John Hopkins Guide to Everyday Psychological First Aid: A Practical Approach to Helping Family, Friends, Coworkers, and Others Cope*. The John Hopkins University Press. Baltimore. [ISBN: 9781421453835]  
[<https://doi.org/10.56021/9781421453828>]

**Required Readings:**

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

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

Fruetel, 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 programs. *International Journal for Advancement of Counseling, 43*, 1-18. Retrieve from <https://link.springer.com/article/10.1007/s10447-020-09408-8>

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), Retrieve from <https://research.library.kutztown.edu/jcps/vol13/iss4/1>

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

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/19000-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>

## **COURSE DESCRIPTION**

### **Catalog Description Of Course**

*COUN 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.

### **2024 CACREP Standards Addressed in COUN 564 PLOs**

Standard	Learning Activity or Assignment	Assessment
----------	---------------------------------	------------

3.C.13. effects of crises, disasters, stress, grief, and trauma across the lifespan	Jackson-Cherry & Erford (2024) Chapters 1, 2, 3, 4, 5 and 12 Personal Assessment Paper	Discussion Prompt Rubric; Exam Rubric Rubric: Personal Assessment Paper
3.E.19. suicide prevention and response models and strategies	Jackson-Cherry & Erford (2024) Chapters 2 and 6 Personal Assessment Paper	Discussion Prompt Rubric; Exam Rubric Personal Assessment Paper Rubric
3.E.20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies	Jackson-Cherry & Erford (2024) Chapters 12 and 13 Personal Assessment Paper	Discussion Prompt Rubric; Resources Project Rubric; Exam Rubric: Personal Assessment Paper Rubric
5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses	Jackson-Cherry & Erford (2024) Chapters 1, 2, 3, 6, 7 Personal Assessment Paper	Discussion Prompt Rubric; Annotated Bibliography Rubric; Exam Rubric; Personal Assessment Paper Rubric

**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

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

#### 1. Attendance/Participation (Discussion Posts): 50 points

**Participation.** Appropriate (as defined by instructor) level of interaction/participation during online discussions and presentations is expected. Concerns/Infractions 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 online discussion. For each student, participation in discussion boards will NOT be determined by LENGTH of response, but by the level of thought put into the postings, the relevancy of the posting to the discussion, and the number of **thoughtful and relevant** postings. *Students will be expected to respond to weekly discussion posts and also at least one post to a peer's per week to facilitate more of an interactive discussion.* The Participation portion of your grade includes the Discussion Boards found under each week, and under Course Home. Some of your responses to discussion boards will be counted as projects as listed below. **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.**

**Attendance for an online course is measured by timely responses to discussion post requests (late posts will affect points) and Participation (active contributions online discussion and activities)**

#### Discussion Post Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectations
--	-------------------------------	-----------------------	--------------------------

	(0-2 points)	(3-5 points)	(6-10 points)
Discussion Post Qualities	No post for the topic. Post is not complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work	Post presents most elements of the question(s) OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors Adds response to peer's post	Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors. Adds response to peer's post

## 2. Personal Assessment Paper: (100 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 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: PTSD, suicide, sexual assault, domestic violence, grief and loss.

*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

\*\*\* Jackson-Cherry & Erford (2024) in each chapter addresses among other issues, the do's and don'ts for counselors when providing crisis or trauma-based counseling services. Chapter 14 is specific to addressing issues of self-care for professional counselors. As this is a graduate-level course, your paper must be scholarly with proper citations and referencing.

### Personal Assessment Paper Rubric

	1 – Does Not Meet Expectation (0 -31.9 points)	2 – Meets Expectation (32.0 - 35.9 points)	3 – Exceeds Expectation (36-40 points)
Student evaluated their own potential to effectively perform crisis intervention counseling. (40 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. (40 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.
	1 – Does Not Meet Expectation (0-6.9 points)	2 – Meets Expectation (7-8.9 points)	3 – Exceeds Expectation (9-10 points)
Student wrote at least five pages with at least three journal articles (10 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 Style/Grammar (10 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 (12 errors). Exceptional quality indicative of graduate level work.
-------------------------------	---	---	---

### 3. Resources for clinician and/or 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. The list of resources is one in which you can hand deliver to your clients who are needing such services when you are referring them for such services. For example, for crisis clients who are in need of a shelter, you will find out information regarding safe shelter in your area to refer your clients to. Information must include the physical address, contact information and person, etc., Another example is when you are referring your clients to a food bank for assistance.

#### 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)
Timely completion	Did not complete assignment. OR, Late completion of Project.	Project completed and posted by deadline.	Project completed and posted before deadline.
Number of resources cited	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)
Description of resource	Missing critical components as suggested in guidelines	Project includes most elements within the suggested guidelines. OR all elements discussed in a brief manner.	Project includes all elements within the suggested guidelines, discussed thoroughly and clearly.

	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.
--	---	---	--

### Examinations – Midterm (100 points) and Final Exam (100 points)

There will be 2 examinations. One is midterm exam and Final Examination. Both is a multiple-choice examination.

Midterm will cover materials from Chapters 1 to 5 of the textbook (Jackson-Cherry, L. R., & Erford, B., 2024 (4<sup>th</sup> ed.). Final Exam is a comprehensive covering the materials in the textbook with emphasis on materials from Chapters 6 to 14.

#### Exam Rubrics

	1 – Does Not Meet Expectation <80	2 – Meets Expectation 81-89	3 – Exceeds Expectation >90
Grade on Quiz	Less than 80% correct on all quiz items	Between 80% and 89% correct on all quiz items	Greater than 89% correct on all quiz items

### A Summary of Course Assignments and Grading Scheme

	Total Possible Point	Due Dates
Attendance/Participation/Discussion	50	
Personal Assessment Paper	100	
Resources for Clinician and/or Family	50	
Mid-Term Exam	100	
Final Exam	100	
Total Possible Points	400	
Final Letter Grade		
A	360 – 400	
B	320 – 359	

C	280 – 319	
D	240 – 279	
F	239 or below	

## 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
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A

Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### ***Tablet and Mobile Support***

<b>Device</b>	<b>Operating System</b>	<b>Browser</b>	<b>Supported Browser Version(s)</b>
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)  
<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/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later)  
<https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <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.

## 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@tamuc.edu](mailto:helpdesk@tamuc.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 TAMUC 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 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



### 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.

### 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 make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 36 hours, Monday-Friday. When emailing, please use your university email and address me with courtesy and respect.

### COURSE AND UNIVERSITY PROCEDURES/POLICIES Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period..

### 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.

### University Specific Procedures 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](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

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

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

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce 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.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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

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

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

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**

Texas A&M University-Commerce

Gea Library- Room 162

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

Fax (903) 468-8148

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

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

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

***Nondiscrimination Notice***

Texas A&M University-Commerce 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 Texas A&M University-Commerce 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 A&MCommerce 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.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

***COURSE OUTLINE / CALENDAR***  
**(Tentative – subject to change)**

Date	Topic	Readings	Assignments** *
Week 1	Introduction	Syllabus	
	Basic Concepts of Crisis Intervention	Chapter 1 and 2	
	Safety Concerns in		

	Crisis Situations		
Week 2	Ethical and Legal Considerations in Crisis Counseling	Chapter 3 Texas Health and Human Services (2024). <a href="#">Local Intellectual and Developmental Disability Authority Handbook</a>	
	Essentials Crisis Intervention Skills	Chapter 4	Watch video “ <a href="#">Essentials of Trauma Therapy</a> ”
Week 3	Loss, grief, and Bereavement	Chapter 5	Watch video “ <a href="#">Trauma, spirituality and recovery</a> ”
	Risk Assessment and Intervention – Suicide, non-suicidal self-injury, and homicide	Chapter 6  Introduction to the Mental Status Exam <a href="https://www.youtube.com/watch?v=MXxdrsiU7mU">https://www.youtube.com/watch?v=MXxdrsiU7mU</a>  Mental Status Exam: Affect and Mood <a href="https://www.youtube.com/watch?v=o_ziBs7jVBu">https://www.youtube.com/watch?v=o_ziBs7jVBu</a>  Mental Status Exam: Thought Process <a href="https://www.youtube.com/watch?v=12kQCYfdqcM">https://www.youtube.com/watch?v=12kQCYfdqcM</a>	Watch video “ <a href="#">Frontier of trauma treatment</a> ”
			Mid-Term Exam
	Understanding and Treating Substance Use Disorders with Clients in Crisis	Chapter 7	
	Week 4	Intimate Partner Violence and	Chapter 8

	Domestic Violence		
	Sexual Violence and Child Sexual Abuse	Chapters 9 & 10 <a href="#">Rizkalla, Zeevi-Barkay &amp; Segal (2017)</a> <a href="#">Litam &amp; Lam (2021)</a>	
	Military and First Responder Populations	Chapter 11	
	Emergency Preparedness and Response in the Community and Workplace, Schools and Universities	Chapter 12 and 13	Resources for Clinician and/or family due
Week 5	Counselor Preparation and Training	<a href="#">Montague, Christensen &amp; Furr (2020)</a> ; <a href="#">Fruetel, Duckworth, Scott &amp; Fenderson (2022)</a> <a href="#">VanAusdale &amp; Swank (2020)</a> <a href="#">Litam &amp; Lam (2021)</a>	
	Counselor Self-Care in Crisis Situation	Chapter 14 <a href="#">Rizkalla, Zeevi-Barkay &amp; Segal (2017)</a>	Personal Assessment paper due
Week 5			Final Exam due

\*\*\* If you are faced with overwhelming issues that prevent you from submitting your assignments by the due dates, you must email me at [zaidy.mohdzain@tamuc.edu](mailto:zaidy.mohdzain@tamuc.edu) to alert me of such predicament at least 2 or 3 working days before that due date. Without evidence of such email and my agreement to defer the due dates for that specific assignment, you may end up with a zero. The change of due date is solely at my discretion.

The chief reason for this flexibility is because I expect quality, well thought off, graduate-level submissions, not a “rushed job” for the sake of completing the assignments (including Discussion posts)

Such deferment of submission due dates cannot exceed the final class day of the semester.

Remember, in all of assignments, write from the perspective of a professional counselor providing the clinical counseling services and how you, the clinician, and your clients are affected, the issues addressed to both parties, etc., Feel free to consult me through email before writing but that consultation must take place well in advance, not on the day it is due.