

Course ID:	Course Title:	Fall 2022
CC 602	Crisis Counselling	Prerequisite: CC 501
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Sharon Pham, Ph.D., R.Psych.	First Day of Classes:	September 7, 2022
Days:	Wednesdays	Email:	Sharon.pham@ambrose.edu	Last Day to Add/Drop:	September 18, 2022
Time:	9 AM – 12 PM	Phone:	403-410-2000	Last Day to Withdraw:	November 21, 2022
Room:	TBA (To Be Announced)	Office:	Virtual (contact the professor)		
Lab/Tutorial:	NA	Office Hours:	By appointment only	Last Day to Apply for Extension:	November 23, 2022
Final Exam:	NA				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

Principles of crisis intervention and their application in pastoral counselling are discussed. Topics include counselling those facing issues such as: death, bereavement, divorce, alcoholism, suicidal crisis, and sexual abuse.

Expected Learning Outcomes

With the successful completion of this course, you will:

1. Be familiar with the concept of crisis as both a challenge and opportunity
2. Be able to identify the main characteristics of crisis as a unique yet normative experience in life
3. Be familiar with the main types of crisis that are inevitably encountered in life and particularly encountered by caregivers in the context of pastoral care
4. Be able to distinguish between normal and abnormal responses to crisis, to identify individuals who may be in need of additional care
5. Be able to articulate a Christian response to crisis that is theologically sound and pastorally effective
6. Build upon previously acquired counselling skills for responding to crisis in the context of counselling

Required Textbook

James, R., & Gilliland, B. (2017). *Crisis intervention strategies (8th ed.)*. Cengage.

****Note:** Other readings will be assigned and distributed by the professor throughout the course.

Course Schedule

Date	Topic	Readings
September 7	Understanding crisis	James & Gilliland Ch. 1-2
September 14	Approaching and responding to those in crisis Christian reflection & class discussion	James & Gilliland Ch 3-6 Gouse (2016)
September 21	Crisis of lethality (suicide and homicide) Christian reflection & class discussion	James & Gilliland Ch 8 Blakely (2007) Hughes (2003)
September 28	Domestic violence Christian reflection & class discussion	James & Gilliland Ch 9, 10 Zust et al. (2017)
October 5	NO CLASS - Deeper Life Conference	
October 12	Family and relationship crisis Christian reflection & class discussion	James & Gilliland Ch 11 Gilgun & Anderson (2016)
October 19	Personal loss: Bereavement and grief Christian reflection & class discussion	James & Gilliland Ch 12 Landes (2010) Capretto (2015)
October 26	Crisis of sexuality Crisis of faith Christian reflection & class discussion	TBA TBA
November 2	Crises in schools and institutions Christian reflection & class discussion	James & Gilliland Ch 13, 14 TBA
November 9	NO CLASS - Reading Week	
November 16	Human services workers in crisis: Burnout, vicarious traumatization, and compassion fatigue	James & Gilliland Ch 16

	Christian reflection & class discussion	Muse (2007)
November 23	Disaster response Christian reflection & class discussion	James & Gilliland Ch 17 TBA
November 30	Developmental crises across the lifespan Christian reflection & class discussion	TBA Daaleman et al. (2008)
December 7	Class wrap-up	TBA

Requirements:

The student's grade will be based on successful completion of the following course requirements:

1. Preparation, Attendance, and Participation (15%)

Students are expected to attend every class and be actively involved in class activities (e.g., group discussions, role plays). Students are also expected to be prepared for class activities by completing the required readings prior to class. If a student is aware that they will be absent for a class, they must provide notice to the professor with a reason provided prior to the start of class. Additional coursework may be assigned by the professor to compensate for the student's absence. **DUE: Weekly (every class).**

2. Reflection Journal (20%)

Critical engagement and reflection on the readings and class activities enhances learning. To further promote this process, students are required to submit a 250- to 500-word reflection to the professor within 48 hours of the end of each class (i.e., by 12 PM each Friday). Journal reflections will not be graded according to the usual academic standards, but they should be well-written (not point-form), thoughtful, and clearly show the student's critical engagement with the material covered in the course. **DUE: Weekly (12 PM every Friday)**

3. Personal Crisis Case Study (35%)

Part 1: Choose a personal crisis that you have experienced from your past. Provide a brief description of the crisis when it occurred, including details such as duration, your degree of emotional stamina, your developmental stage, the environmental factors/ecosystem that contributed to the crisis, and any other details that you think are important. Describe how the concepts of equilibrium/disequilibrium and mobility/immobility applied to your past experience of crisis, and outline the main affective, behavioural, and cognitive components of the crisis. Reflect upon how well you and others around you navigated this crisis.

Part 2: Imagine that you are a helper providing crisis care to yourself in your past crisis. Outline the major issues that need to be attended to, and what approach you will use in conducting a crisis assessment. Describe the follow-up care that is needed, if any. Provide a transcript of your assessment process as it unfolds with your client. **DUE: November 11, 2022**

4. Major Paper (30%)

Students will write a major paper (3000-5000 words) that focuses on an aspect of crisis in more detail. Papers should not simply be literature reviews; rather, they should be focused on answering a specific question (e.g., “Why are pastors ill-equipped to respond effectively to crisis?”, “How can crisis intervention skills best be developed in a local ministry?”, “Why do some caregivers burn out as a result of providing crisis care, while others do not?”) or presenting a specific thesis (e.g., “crisis care should only be delivered by trained professionals”, “effective crisis care is important to develop in the local church”). Papers should include attention to theological issues relevant to the chosen topic. Students must cite appropriate scholarly publications (i.e., peer-reviewed, published works) in their papers. **DUE: December 16, 2022**

Submission of Assignments:

Assignments are to be submitted via Moodle on or before the due date. Late submissions will incur late penalties up to 3.33% per day. Requests for extensions must be made prior to the due date. American Psychological Association (APA) formatting is preferred.

Attendance:

Students are expected to attend every class and is considered in the grade awarded for preparation, attendance, and participation (see additional remarks about attendance outlined in the course requirements, above). If students are unable to attend class, marks may be deducted by the professor.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Grading Scheme:

97-100% = A+	87-89% = B+	77-79% = C+	60-69% = D
93-96% = A	83-86% = B	73-76% = C	< 60% = F
90-92% = A-	80-82% = B-	70-72% = C-	

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on the student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for

dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined

by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and

off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.