

Course: CO432N & LS Crisis Counseling
Credit: 3 credit hours
Semester: Fall 2024 (10/21/24-12/13/24)
Time: Tuesday (6:00pm-9:00pm)
Room: Virtual
Professor: **Jan Larkins, M. Ed.**
Email: jan.larkins@calvary.edu

I. DESCRIPTION

This course is a study in the nature of crisis and conveys practical steps for ministering to those who struggle and to those who care for them. This course presents an understanding of and scriptural basis for crisis, trauma, loss, and grief, and the processes they represent and how and when they occur. (**Prerequisite: CO244 Introduction to Biblical Counseling**).

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Identify a definition of crisis from a biblical worldview (PLO 1, 5).
2. Examine crisis intervention strategies (PLO 1, 3, 4, 5).
3. Identify a biblical distinctive in crisis intervention (PLO 1, 3, 4, 5).
4. Identify crisis in context of individuals, groups, communities, and regions (PLO 1, 3, 4, 5).
5. Identify with the areas of the brain that are affected by crisis and trauma (PLO 1, 3, 4, 5).

B. Specific competencies to be achieved. The student will:

1. Identify interventions in the midst of a crisis, assess what to do, and seek biblical solutions (PLO 1, 3, 4, 5, 6).
2. Identify the integral task of care giving, or referral to adequate professional caregivers or a medical facility (PLO 1, 3, 4, 5, 6).
3. Locate training materials, programs, and agencies that provide solid biblical training in the field of crisis counseling (PLO 1, 3, 4, 5, 6).

Our Mission: To prepare Christians to serve in the church and the world according to the biblical worldview.

III. METHODS

A. Teaching

1. Lectures by the instructor
2. Large group discussion
3. Research and writing
4. Case Studies

B. Grading

1. Weight given to each assignment

Journal Summaries of reading 20pts each	100pts
“Crisis story” 40pts	40pts
<i>Quick Scripture Reference Guide</i> Assignment	100pts
Quizzes 20 pts each	60pts
Final Exam	200pts
Research paper	300pts

Grading Scale
 Grade Value Grade Point Value
 Per Semester Hour

A	100-93	4.0
A-	92-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3
C	76-73	2.0
C-	72-70	1.7
D+	69-67	1.3
D	66-63	1.0
D-	62-60	0.7
F	59-0	0.0

IV. COURSE SUPPLEMENTAL INFORMATION

Students are to refrain from using cell phones and handheld devices during class. Playing games, browsing the internet, using email, instant messaging, or text messaging, etc. are considered unacceptable when class is in session.

V. MATERIALS

A. Bible

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Required Textbooks

Floyd, Scott. 2008. *Crisis Counseling: A Guide for Pastors and Professionals*. Grand Rapids: Kregel. ISBN. 9780825425882 \$16.97. Kindle version available.

Kelleman, Bob, General Editor. 2014. *Scripture and Counseling: God's Word for Life in a Broken World*. Grand Rapids: Zondervan. ISBN. 9780310516835 \$17.99 Kindle version available.

Morgan, Christopher W. and Robert A. Peterson, eds. 2008. *Suffering and the Goodness of God*. Wheaton, Illinois, Crossway. ISBN 9781581348590 \$20.89.

C. Selected Readings, which will be passed out by the instructor.

VII. CLASS POLICIES

Campus/Livestream Students: Students are expected to attend all scheduled meetings of courses for which they are registered (as this also counts for class participation). If a student begins a course and is unable to attend a class, he/she will not receive the points allotted for this course. **Each class participation session is worth 25 points.**

Online Students: The online student is to watch the recording and answer the questions provided by his/her professor (as this count for class participation). They are to be completed and uploaded on Canvas before the next class session. If a student fails to complete this assignment within the due date, he/she will not receive the points allotted for this course. **Each class participation session is worth 25 points.**

Academic Dishonesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own.

The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated.

Writing Style

All class papers must follow the APA style according to *APA Publication Manual 6th edition*. The student can find APA style by using the following resource.

Late Work

Papers, projects, etc. are due at the class period assigned. Unless under extreme circumstances, which will be determined at the discretion of the instructor. **No late work will be accepted.**

Disabilities Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Learning Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

VIII. REQUIREMENTS

A. Reading Assignments

Reading Journals: (GC 3, 4, 5; SC 1, 2) (3 pages each) the student will give the main points of the chapters read and write a reaction/reflection on the reading. The student will also provide his/her own thoughts or opinions about the subject of the material. The student will also share how this information might be used in their own life (or not), and why. The personal reflection section may be written in the first person. **There will be a total of 5 journals.** Each journal will be worth 20 points.

B. Written Assignments

“Crisis Story” Assignment: (GC 2, 3, 4, 5; SC 1, 2, 3) (2-3 pages) the student will examine a “crisis story” that will be provided by the instructor. The student will read the corresponding crisis story and answer the following questions included with the crisis story along with a personal reflection of the story and how they would assist the person in the crisis. **There will be one “crisis story.”** This assignment is worth 40 points.

Quick Scripture Reference Guide Assignment: (GC 2, 3, 4, 5; SC 1, 2, 3) (2 pages) the student will compile Scripture verses to use as a reference that could be helpful in a crisis or trauma situation. The student will also provide a brief explanation for the verse in a specific crisis or trauma situation. This assignment is worth 100 points.

Research Paper: (GC 2, 3, 4, 5; SC 1, 2, 3) (8-10 pages excluding the Reference and cover page) The student will write a paper on “Increasing the Effectiveness of Suicide Prevention Strategies.” The student will choose one specific demographic group from this list:

- Veterans
- The elderly
- Teens
- First responders
- Victims of human trafficking

The student will explore and develop at LEAST FIVE (5) different goals. The student will describe what these goals are and how these goals can be implemented into their chosen demographic group and how they might implement them into a therapeutic setting. The student will provide a list of community resources available to assist in suicide prevention. The student may use a minimum of five (5) resources. The student may use ONLY TWO (2) internet resources. <https://www.samhsa.gov> and *Missouri Department of Mental Health*. The other three resources must be from professional journals. The student will follow APA formatting.

TENTATIVE CLASS SCHEDULE

Date	Assignments Due	Class Topics
WEEK ONE	Reading Journal 1 Due <i>Crisis Counseling</i> chaps. 1-3 Case Study/Vignette #1 due	Course Introduction Syllabus Review Crisis Counseling Trauma Counseling Loss Counseling Grief Counseling Case Study #1
WEEK TWO	Reading Journal 2 Due <i>Crisis Counseling</i> chaps 5-7 Case Study/Vignette #2 due	A Model for Helping Intervention Strategies 1 Intervention Strategies 2 Crisis Counseling Case Study #2
WEEK THREE	Reading Journal 3 Due <i>Crisis Counseling</i> chaps 8-10 Case Study/Vignette #3 due	Crisis Ministry Counseling Children and Crisis Counseling Crisis and Disasters Counseling Case Study #3
WEEK FOUR	Reading Journal 4 Due <i>Crisis Counseling</i> chaps 11-13 <i>Suffering and The Goodness of God</i> chaps 1-6 “Crisis Story” Due	Adolescents and Crisis Counseling Case Study #4
WEEK FIVE	Reading Journal 5 Due <i>Suffering and The Goodness of God</i> chaps 7-10	Stages of Grief Case Study #5
WEEK SIX	Thanksgiving Break No Class	The Problem of Evil Case Study #6
WEEK SEVEN	Research Paper Due “Quick Scripture Reference Guide” Due	Final Exam Prep
WEEK EIGHT	Final Exam	