



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

CP5113 Crisis and Trauma Counseling

3 credit hours. Prerequisites: none.

May 25-29, 2021

****Tuesday-Saturday, 9am-4pm**

Bruce Pringle, M.Ed., PhD

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Course Goals

Course Description and Goals

In this course, we study the assessment and treatment of clients in crisis and trauma. The course includes materials, models, and current best practices drawn from several theoretical approaches. We will examine the fundamentals of traumatology including the basics of victimology, traumatic stress, and stress research. Special emphasis is given to adult survivors of various types of abuse, including sexual, physical, emotional, and spiritual abuse.

Relationship to Horizon's Mission

As part of our mission to prepare leaders, this course will aid students in the following competencies needed for Christian life and ministry. It will

- Provide students with a theoretical foundation to build confidence and competence for clinical practice with clients who are in crisis or who have experienced trauma.
- Ensure students integrate different theories and approaches when working with crisis and trauma clients.
- Ensure students understand the time-limited nature of crisis intervention, the related legal and ethical issues, and the importance of interfacing appropriately with other service providers.
- Ensure students are equipped to provide evidence-based therapeutic plans and interventions for crisis and trauma, including trauma experienced by uniformed persons, workplace violence and trauma, and mass traumas.

Course Competencies and Learning Outcomes

At the successful conclusion of the course, you should be able to perform the following:

1. Describe several theoretical approaches to crisis intervention.
 - *Assessment:* Personal Journal; Class Participation/Presentation
2. Have confidence in describing and discussing various types of abuse and trauma.
 - *Assessment:* Role Play (in Class Participation); Case Studies
3. Assess crisis situations for specific risks, including suicide, homicide, abuse, and neglect.

- *Assessment:* Interview with First Responder; Readings
4. Demonstrate appropriate skills in counselling abuse survivors.
 - *Assessment:* Personal Journal; Role Play (in Class Participation)
 5. Formulate a concrete, well-informed intervention and safety plan with client and others.
 - *Assessment:* Case Studies
 6. Recognize when and how to report to authorities as required by ethics code(s) and law.
 - *Assessment:* Interview with First Responder; Class Participation/Presentation
 7. Integrate and employ spiritual disciplines/practices as well as self-care strategies into one's own personal spiritual journey to prevent compassion fatigue.
 - *Assessment:* Class Presentation; Personal Journal
 8. Identify in an ethical manner which spiritual disciplines and practices will benefit clients who have been abused or are perpetrators of abuse.
 - *Assessment:* Personal Journal; Class Participation/Presentation; Case Studies
 9. Reflect theologically on treatment of clients and discern the direction of the Holy Spirit in counselling situations.
 - *Assessment:* Case Studies

About the Instructor

Dr. Bruce Pringle was the Director/counsellor for 25 years for Christian Counselling and Adoption Services in Saskatoon. He also served as adjunct faculty at Briercrest College and Seminary. He was a sessional lecturer of Education Psychology at the University of Saskatchewan as well as an English teacher at Saskatoon Collegiate. Bruce was the Coordinator of Counselling and Follow Up for the North America Billy Graham Evangelistic Association. Currently, Bruce is the Director of Dynamic Growth Consulting where he is involved in teaching, counselling, holding seminars, and consulting with leadership personnel. He continues to be involved in the spiritual care of his church and community.

Course Work

Required Readings

Floyd, Scott. *Crisis Counseling: A Guide for Pastors and Professionals*. Grand Rapids: Kregel, 2008. ISBN: 9780825425882. ****Not available on the DTL.**

Kolski, Tammi D, and Arthur E. Jongsma, Jr. *The Crisis Counseling and Traumatic Events Treatment Planner*. Edited by Rick A. Myer. 2nd edition. Hoboken, NJ: John Wiley & Sons, 2014. ISBN: 978-1119063155.

Pringle, Bruce. *A Counseling Response to Sexual Abuse: A Counseling Manual for Professionals*. Saskatoon: Dynamic Growth Consulting, 2013. *Available on Populi.

Wright, H. Norman. *The Complete Guide to Crisis and Trauma Counseling: What to Do and Say When it Matters Most!* Updated and Expanded Edition. Bloomington, MN: Bethany House, 2011. ISBN: 978-0764216343. ****Not available on the DTL.**

**While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

1. Pre-Module Reading.

Read Norman Wright's book *The Complete Guide to Crisis and Trauma Counseling* (updated and expanded 2011 edition).

Be ready to engage in small group discussion of the case study 'Situations' that Wright presents at the beginning of the book and to prepare for making a class presentation of one or two assigned chapters from the book.

- **Due Date:** May 25, 2021.

2. Class Participation/Presentation (25%).

- Come to class having read the assigned reading, completed any homework discussion preparations, and ready to engage with and contribute to the class discussion in a meaningful and professional manner.
- Presentation—See Appendix B for specifics of this assignment.
- Related learning outcome(s): # 1, 2, 4, 6, 7, 8.
- **Assignment Length:** 10-15 minutes. **Due Date:** May 25, 2021

3. Personal Journal & Reading (25%)

Start a journal when you begin to read Wright's book and continue it for four weeks after the module is over. Record personal observations, reflections, etc. as you read the textbooks. Also be aware of and note any worthwhile news events of a traumatic or crisis nature in the world around you. Write your reflections on these events to demonstrate your grasp of key concepts from the course material. You are to make a declaration statement that you read the four course textbooks. The readings will aid you in your grasp of the key concepts!

- Related learning outcome(s): # 1, 4, 7, 8.
- **Assignment Length:** 15-20 pages. **Due Date:** July 20, 2021.

4. Case Studies (25%)

Prepare and submit intervention plans for two of the three case studies, See Appendix A. For each case, provide an outline of the case with specific intervention strategies for psychological first aid and for longer term follow up. In each case study and intervention plan, include the following items:

- Using all four of the course textbooks, identify and explain crisis origins, crisis manifestations, and a crisis intervention plan.
- In laying out the plan, identify the treatment goals (what you are trying to accomplish) and the appropriate treatment plan (what you are going to do to help

the persons in crisis) to achieve those goals. Be very specific in laying out treatment goals and plan for each case study.

- Length of each case study and intervention plan: 4 to 5 pages (about 250 words per page)

Theological Reflection: After documenting the two case studies and intervention plans, reflect on the theological meaning and significance of both case studies using the following theological grid:

- **Biblical Perspective:** What does the Scripture say about WHO we are as human beings, about needing care and about providing care (as Christian/pastoral counselors)?
- **Theological Perspective:** How does the process of care-giving facilitate an understanding of truths about God?
- **Communal Perspective:** What is the role of the Christian community in responding to those who are in crisis (such as the people in the case studies)?
- Length of theological reflection: 2 to 3 pages

- **Related learning outcome(s): # 2, 5, 8**

- **Assignment Length:** 4-5 pages (250 words per page) for EACH case study and 2-3 pages of Reflection (Total: 10-13 pages). **Due Date:** July 20, 2021

5. *Interview and Report (25%)*

From the course readings, classroom discussions, and your own awareness of the process of time limited interventions:

- Develop a set of interview questions for gaining insight into a day in the life of a first responder or other primary care giver.
- Select someone who works primarily with crisis and trauma situations in the community.
- Set up a time and a place for an interview with your interviewee; if possible, go to their place of employment so you are able to contextualize their work.
- Alert your interviewee that the interview may require one to two hours of their time.
- Conduct the interview, write up your report, and hand it in under both the Interview and Report assignment and the Discussion “Interview and Report” so other class members are able to read it.

Include the following items in your written report:

- A brief description of the area of interest and why it is of interest to you; use discretion in details here because this information will be shared with your class.
- The name of the agency and the person(s) interviewed; also include a few details of the interviewee’s training and length of experience in the field.
- A list of the interview questions and the response of the interviewee to each question; note: use closed questions to get the pertinent information about the logistics and administration of the crisis work then use open-ended questions as you enter into the main interview.

- A personal summative reflection that gives an overall assessment of what you learned from the exercise; include commentary on the potential value to counselors of having this type of awareness.

After the interview:

- Review and clean up your notes so as to create an orderly report.
- Point form is acceptable where it seems most appropriate to do so; this is not a formal academic paper.
- Write your summative reflection.

- Related learning outcome(s): # 3, 6.
- **Assignment Length:** 10 pages. **Due Date:** July 20, 2021.

Course Outline

- Introduction -the problem; scope; definitions; models; working with people in crisis
- Life Passages and Threats to Health -counseling with children, adolescents and adults through the crises and traumas of life's journey (including loss and grief counseling)
- Violence and Crisis from Disaster
- Mass disaster, trauma and interventions
- Rape Trauma and Sexual Abuse
- Suicide and Self-Destructive Behavior

*Assignments will not be accepted after July 20, 2021.

Evaluation Summary

25%	Class participation/presentation
25%	Personal Journal
25%	Case Studies
25%	Interview and Report

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for->

[assignments](#) explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA
A+	97-100%	4
A	93-96%	4
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-79%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	<60%	0

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

A Bibliography is available on Populi.

Appendix A

CP 5113 Crises and Trauma Counselling – Dr. Bruce Pringle - Case Studies

Crisis Counseling involves assessment, planning, treatment and/or referral. It focuses on the clients' present situation including factors such as safety and immediate needs. Share your intervention plans. Remember, from your readings of Wright and Floyd's books and Pringle's Manual there may also be legal issues to consider. Note: You are to choose 2 of the 3 Case Studies.

Case Study 1

Jackie had graduated from High School with Honors. Not only was she a bright student, but excelled in basketball and volleyball. Her younger brother Trent idolized his big sister as did her parents Brian and Pam. Jackie and her boyfriend, Kurt were the perfect couple, excelling in sports, getting good grades and attending the same Youth group since grade 9.

Although a believer in Christ, Jackie's ultimate goal in life was to have a career as a professional basketball player. Jackie sent her resume along with a DVD, showing her accomplished basketball plays for American College basketball coaches to view, trusting she would receive a Sports scholarship.

Week after week throughout the summer, no letters of invitation came from Colleges. Checking the mail became her obsession and with this preoccupation her depression became deeper. Her parents, Kurt and even her Youth Pastor tried unsuccessfully to help her.

As a Counselor, you are asked to help the grieving family. Jackie was no longer able to take the rejection from the American Colleges and chose to end her life with the motor of the family car running in the garage. Share how you would counsel Brian, Pam, Trent and Kurt, with a clear intervention plan for them.

Case Study 2

As a Counselor, you are called in to counsel a wife and her two teenage boys. You had heard about the tragedy on the news, but you had no idea that they would call you to walk through their pain with them. You had dealt with issues of trauma before, but this one was more overwhelming. Jeff, the husband and father and 2 other men were asked to check a water leak in a local potash mine. Jeff and his partners were experienced miners with many years in mines and these tasks were mainly routine for them.

The report from the mining company was short with very little details, so others filled in the story of what they thought happened. The conclusion of the tragedy left no doubt, that the 3 miners were not returning. Apparently, as Jeff and his partners were in the mine shaft, the water leak became a river that in a very short filled the whole shaft. It was an impossibility to drain the water and so Jeff and his friends' bodies would never be recovered.

Share your intervention plan to counsel this grieving Family. Please check your assignment carefully, to make sure you have finished the assignment completely.

Case Study 3

A Social Service case worker approached you to counsel a Christian family that are deeply traumatised by the revelation of sexual abuse in their home.

The foster daughter, Maryanne, who is now 14, came to the parents to share her painful journey of abuse. The twins, Ryan and Riley, aged 17 have been taking turns sexually abusing Maryanne since she was 12. At first it was inappropriate touching that gradually became more and more abusive and has culminated in ongoing sexual intercourse.

Although the boys threatened to harm her if she told and said no one would believe her if she shared her story, Maryanne could no longer cope with her abuse in secret. While the twins were on a Church Youth Retreat, a fearful, sobbing Maryanne gathered enough courage and shared her horrible journey. Instead of rejecting Maryanne and her story, they immediately took action. They called their case worker friend, who called you to counsel the family of five.

Share your intervention plan to counsel this Family of five.

Appendix B

Class Presentations

You are to choose a topic in the area of Crisis and Trauma. With the help of the class textbooks and others resources you choose, prepare a class presentation. They begin on Thursday May 27th. Students can choose their topic on a 'first come, first serve basis'. Please email me at bruce.pringle43@gmail.com, as soon as you decide on your topic, in order to reserve it.

1. Each presentation will be 10 to 15 minutes in length. After your presentation, give opportunity for questions and/or a short discussion.
2. Prepare a written point-form summary of the main ideas, so class members will get an overview of your presentation. - 1 page in length.
3. Prepare some personal observations, questions, issues, etc., that your topic raises for you, that merit some class discussion - 1 page.
4. Hand in a complete copy of your presentation material to me, prior to your presentation.