



Chaminade University

School of Education and Behavioral Sciences
Counseling Psychology

PSY 775 Crisis Counseling: Mental Health

Online: Asynchronous

Credits: 3

Section: 90-3

Term: Fall 2025

Instructor Information



Instructor: Taylor Lum, MSCP

Email: taylor.lum@chaminade.edu

Communication

The best way to reach me is via email at taylor.lum@chaminade.edu. I check messages regularly Monday through Friday and aim to respond within 24–48 hours during the workweek. Messages received on weekends or holidays may receive a response the next business day. Please email if you have any questions or concerns regarding our class. Appointments are available virtually.

Netiquette Expectations: All communication with instructors or peers should reflect professionalism, respect, and empathy. Please:

- Use inclusive and respectful language.
- Avoid slang, sarcasm, or all caps (which can be interpreted as shouting).
- Think before you post; assume good intent, and respond thoughtfully.
- Keep messages on-topic in discussions or forums.

School & Department Information

School of Education and Behavioral Sciences

Website: <https://chaminade.edu/education-behavioral-sciences/>

Course Description & Materials

Catalog Course Description

Students will become familiar with the crisis intervention approach to the delivery of mental health services. Students will examine various types of life crises and determine appropriate interventions. This is a required course for the Mental Health emphasis. As a result, crisis situations and methods of assessment and interventions will be focused on, but not limited to, local, national, and international community settings.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctoral school application, etc.

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Required Materials

James, R. et al. (2024). *Crisis intervention strategies (9th Ed.)*. Boston, MA: Cengage Learning.

van der Kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin Books.

Canvas (<https://chaminade.instructure.com>)

Our Canvas classroom contains your syllabus, course assignments, quizzes, gradebook, and resources.

Library Resources: <https://chaminade.libguides.com/psychology>

Guide to APA Format: <https://chaminade.libguides.com/c.php?g=1037848>

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the M.S. in Counseling Psychology, the student will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts used in crisis situations.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling.
3. Students will demonstrate the ability to facilitate the counseling process with clients.
4. Students will identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes (CLOs)

Upon completion of PSY775, the student will be able to:

1. Identify the various types of mental health crises that may occur, and differentiate between different types of crises based on their unique features. Assessment method: Short answer exam.
2. Develop and implement effective crisis intervention strategies for different types of mental health crises, utilizing evidence-based approaches and taking into account the unique needs and backgrounds of clients. Assessment method: Trauma Therapy Technique Assignment and Treatment Plan Assignment.
3. Apply ethical and legal principles to the practice of mental health crisis counseling, including the use of appropriate informed consent procedures and the navigation of mandatory reporting laws. Assessment method: Short answer exam.
4. Evaluate the effectiveness of crisis counseling interventions, utilizing appropriate assessment tools and considering the unique characteristics of individual clients, and modify interventions as needed based on ongoing assessment. Assessment method: Trauma Therapy Technique Assignment and Treatment Plan Assignment.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.

3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

This course embodies several Marianist values by preparing students to respond compassionately and ethically to individuals in crisis. It promotes **educational excellence** through rigorous, evidence-based learning and hands-on assignments like case studies and trauma interventions. The course fosters a strong sense of **family spirit** by encouraging collaboration through peer discussions and shared resources such as the Community Referral Notebook. By addressing the needs of vulnerable and marginalized populations, it supports the Marianist mission to **educate for service, justice, and peace**. Additionally, the curriculum emphasizes **adaptation to change**, equipping students with skills to respond effectively to evolving mental health challenges in diverse communities.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	4	1,5	1,4	2,5
PLOs	1	1,3	3	3,4
Native Hawaiian Values	2	2,5	1,4	2,5

Course Activities

Discussions

Discussion Question Response - Based on the video, your readings, and your thoughts on the subject, please respond to the discussion question in no less than **200 words** in length. Post your discussion response directly to Canvas. **Do not post as an attachment.** This will make it easier for everyone to see your response. List your sources at the bottom of your post using APA formatting. Weekly discussion will be available to read, review, and respond on Mondays at 9 am and responses will be due Sundays at 11:59 pm. (10 points for each weekly discussion(s) with 5 points for 2 participation responses per week; Total of 135 points)

Following are guidelines for weekly discussion response grades:

- Excellent = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is well written. Grade of 5 indicates substantial learning presence to the course and the stimulation of additional thought about the issue under discussion.
- Above Average = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicates that the comments make reasonable contributions to our understanding of the issue being discussed.
- Average = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand.
- Minimal = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicates that the comments may provide some social presence to a collegial atmosphere.
- Unacceptable = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided.

Class Presentation Video

Techniques in Trauma Therapy Video Presentation:

Students will sign up for a specific type of trauma-focused therapy (e.g., CBT, EMDR, DBT) and select one technique within that therapy to research and present. The assignment includes a 5–10 minute video presentation covering the therapy overview, technique explanation, whether it is a top-down or bottom-up approach, evidence based (with at least three peer-reviewed sources), benefits and limitations, availability in Hawai‘i, target populations, and practitioner training/certification requirements. Presentations will be shared with the class for weekly discussions. (100 Points)

Participation in Presentation Videos:

Participation Requirement - Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives. For full participation credit you are required to contribute a total of one substantive response to each presentation.

(2 Points per presentation; Total of 34 Points)

Community Referral Notebook

You will be asked to develop two sections of a community referral notebook that details crisis services available in your community.

At a minimum, the following categories are required.

Please pick two topics from this list then locate the data related to the prompts located below.

More than one student can utilize the same topic, but do not duplicate the same resource.

- Adult Protection
- Child Protection
- Domestic Violence Services
- Elderly Services
- Financial Assistance/Services
- Health Counseling
- HIV/AIDS/STD
- Houselessness Services
- Human Trafficking Survivor Services
- Job Training/Placement
- LGBTQ Support Services
- Parenting Services
- Public Assistance Programs
- Sexual Assault
- Substance Abuse Services

- Suicide Prevention
- Veteran Services

Each resource should contain the following information:

- Name of the Agency
- Phone Number(s)
- Hours of Operation
- Service(s) Description(s)
- Service Area (e.g., Oahu, Maui, Honolulu-only, telehealth, etc.)
- Eligibility (e.g. active military service member, recipient of TANF benefits, Kaiser member, etc.)
- Target Population
- Fees

This assignment will be completed in a threaded Discussion in Canvas so the resource information can be viewed by everyone for future reference. As a class, you will create a comprehensive community referral notebook collectively. The Discussion thread will be called Community Referral Notebook. (10 points)

Final Project

Case Study Treatment Plan:

In this assignment you will write up a treatment plan for a client in crisis. You can choose a well-known character from a movie or book to use as your case study. (100 points)

Final Exam

This Final Examination will cover all of the required readings assigned from Week 1 through Week 9, videos shown in class, material from the presentations (from Instructor and Student Projects), the Marianist Values, and the Scientific Method.

This exam consists of all short-answer questions. (100 points)

Total Possible Points = 479

Course Policies

Attendance

It is expected that you will be active on Canvas weekly. Please let your instructor know if you will be inactive on Canvas for longer than a week.

Late Work

Assignments are due on the dates specified in the course schedule. Late assignments will be penalized 10% per day, unless prior arrangements have been made with the instructor.

Extra Credit

There is no extra credit offered in this course.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

A grade of "I" (Incomplete) may be assigned only when a student has completed most of the requirements of a course but is unable to complete the remaining work due to extenuating circumstances. The student must have a passing grade in the coursework completed. A written agreement between the student and instructor is required to specify the remaining work and the deadline for its completion.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or

to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Readings & Due Dates

Date	Focus	Weekly Reading	Assignments Due	Due Date by 11:59 pm
Week 1	Welcome & Introduction Video, Course Syllabus Review Crisis Intervention Theory and Application	J = Part 1 (Chapter 1-6)	Weekly Discussion Responses	7/13
Week 2	Defining Trauma Posttraumatic Stress Disorder Complex Posttraumatic Stress Disorder	J = Chapter 7 V = Part One	Weekly Discussion Responses	7/20
Week 3	The Autonomic Nervous System Grounding Techniques	V = Part 2	Weekly Discussion Responses Technique Presentations Community Referral Notebook	7/27
Week 4	Family Crisis Intervention Personal Loss: Bereavement and Grief	J = Chapter 11 & 12	Weekly Discussion Responses Technique Presentations	8/3
Week 5	Domestic Violence - Cycle of Violence - Power and Control	J = Chapter 10 V = Part 3	Weekly Discussion Responses	8/10

			Technique Presentations	
Week 6	Sexual Assault	J = Chapter 9	Weekly Discussion Responses	8/17
	Human Trafficking <ul style="list-style-type: none"> - Labor Trafficking - Sex Trafficking 	V = Part 4	Technique Presentations	
Week 7	Disaster Response	J = Chapter 8 & 16	Weekly Discussion Responses	8/24
	Lethality <ul style="list-style-type: none"> - Suicide - Homicide 		Technique Presentations	
Week 8	Bullying	J = Chapters 13 & 14	Weekly Discussion Responses	8/31
	Childhood Abuse & Neglect <ul style="list-style-type: none"> - ACEs 	V = Part 5	Technique Presentations	
Week 9	Burnout, Vicarious Trauma, Compassion Fatigue	J = Chapter 15	Weekly Discussion Responses	9/7
			Case Study and Treatment Plan	
Week 10	Final Exam			9/14

*** J = James, R. et al. (2024). *Crisis intervention strategies (9th Ed.)*. Boston, MA: Cengage Learning.

V = van der Kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Penguin Books.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a

more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and

the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton.

Each of these characteristics is integrated, to varying degrees, in this course.

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling; Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations; Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>