



School of Applied Psychology

Behavioral Sciences

Crisis Counseling: Mental Health

[Online, Canvas, Weekly] | Credits: [3] | Section: PSY 775-90-3 | Term: [Fall 2026]

Instructor Information

Instructor	<i>Aja Wallace, LMHC</i>
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Phone	<i>N/A</i>
Office Location	<i>N/A</i>
Office Hours	<i>N/A</i>
Virtual Office	<i>Available through email and scheduled zoom meetings</i>
Virtual Office Hours	<i>Monday-Friday 5pm-6pm</i>

This course develops and assesses the skills and competencies for the MSCP program Mental Health emphasis student learning outcomes of: 1) Program Development, Assessment, Implementation and Evaluation Within a Crisis Counseling Context; 2) Counseling Theories and Skills Relative to a Crisis Counseling Context; and 3) Consultation Relative to a Crisis Counseling Context. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

School & Department

School	<i>School of Applied Psychology</i>
Location	<i>Behavioral Sciences Building Room 105</i>
Phone	<i>(808) 735-4751</i>
Questions?	<i>Contact your instructor or the School of Applied Psychology</i>

Course Description & Materials

Catalog 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 for each. This is a required course for the Mental Health emphasis.

Course Snapshot

Modality	<i>Online</i>
Meeting Location	<i>N/A</i>
Meeting Days/Times	<i>This class is online asynchronous course</i>
Time Commitment	<i>The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the</i>

	<i>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.</i>
Required Materials	<i>James, R. & Gilliland, B. (2017). Crisis intervention strategies (8th Ed.). Boston, MA: Cengage Learning</i> <i>van der Kolk, B. (2015). The body keeps the score: Brain, mind, and body in the healing of trauma. New York, NY: Penguin Books</i>
Canvas	<i>Course materials, announcements, assignments and grades are posted to Canvas (chaminade.instructure.com).</i>

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the MSCP Program, the student will be able to:

1. Graduates will apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.
2. Graduates will integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
3. Graduates will apply culturally-sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.
4. Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

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. (PLO 2, 4)
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. (PLO 2, 3, 4)
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. (PLO 1, 4)
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. (PLO 2, 4)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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.

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

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No’eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua (‘Ōlelo 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 (‘Ōlelo No’eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (‘Ohana):** ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No’eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no’eau (‘Ōlelo 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 (‘Ōlelo 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	X	X	X	X
PLOs	X	X	X	X
Native Hawaiian Values	X	X	X	X
Gen Ed Outcomes(if applicable)				

Attendance & In-Class Participation

Attendance Policy

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.

Quick Reference — Absence Thresholds:

Excused Absence	<i>If the student is unable to be active on Canvas during the week, they must inform the instructor beforehand in order to find an alternative way to complete the weekly assignments.</i>
Unexcused Absence	<i>An unexcused absence is 1 week of inactivity (Monday thru Sunday) on Canvas.</i>

Warning Threshold	<i>More than 1 week of unexcused inactivity on Canvas will result in a message from the instructor and the program administration being informed of student inactivity.</i>
Grade Penalty	<i>More than 2 weeks of unexcused inactivity on Canvas will result in a full letter grade deduction for each inactive week.</i>
Course Failure	<i>More than 2 weeks of unexcused inactivity on Canvas could result in failure of the course.</i>
Late Arrival / Early Departure	N/A

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to log into Canvas each week and contribute meaningfully to discussions, assignments, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Course Activities

Discussions	<i>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.</i>
Community Referral Notebook	<i>You will be asked to develop two sections of a community referral notebook that details crisis services available in your community. This assignment will be completed in this threaded Discussion so the resource information can be viewed by everyone for future reference. As a class, you will create a comprehensive community referral notebook collectively.</i>
Quizzes / Exams	<i>Mid-term Examination will cover the Neurological Response to Anxiety and Depression. Questions will cover videos, readings and discussions on the topic.</i> <i>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.</i>
Projects	<i>Class Presentation- Each student will create a video presentation covering a Trauma Therapy Technique. Presentations should be 8-10 mins long and cover information that should give the class an overview of the general functioning and requirements of using the technique.</i>

Crisis Intervention Plan- Each student will be required to complete a treatment plan for a client in a crisis situation and provide evidence of best practice pertaining to the intervention and/or treatment/counseling approach. Plans should include treatment techniques, local resources, and after-care models that will effectively support the client/population.

Course Policies

Late Work	<i>Late work is not accepted unless pre-arranged with the instructor before the assignment due date.</i>
Make-Up Work	<i>Make-up work is not accepted unless pre-arranged with the instructor before the assignment due date.</i>
Extra Credit	<i>No extra credit is available in this course.</i>
Incomplete Grade	<i>Contact your instructor if there are extenuating circumstances that may affect the ability to complete course requirements. There may be an opportunity to take an "I" grade and make up the requirements if arranged with the instructor.</i>
Syllabus Changes	<i>The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.</i>

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of

race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic	Tutoring and Academic Coaching Services support students' progression toward their	chaminade.edu/tutoring-academic-coaching-services

Resource	Description	Contact / Website
Coaching (Kōkua 'Ike)	academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Wk of	Theme	Topics / Readings	Due Dates
10/5	Introduction to course	J= Chapters 1, 2, 3, 4, 5, 6 & 15	10/11/2026
10/12	Defining Trauma	J= Chapter 7; V= Part 1	10/18/2026
10/19	The Autonomic Nervous System	V= Part 2	10/25/2026
10/26	Family Crisis Intervention	J= Chapter 11-12	11/01/2026
11/2	Domestic Violence	J= Chapter 10; V= Part 3	11/08/2026
11/9	Sexual Assault	J= Chapter 9; V= Part 4	11/22/2026
11/23	Disaster Response	J= Chapter 17 & 8,	11/29/2026
11/30	Bullying	J= Chapter 13 & 14; V= Part 5	12/06/2026

Wk of	Theme	Topics / Readings	Due Dates
12/7	Burnout, Vicarious Trauma, Compassion Fatigue	J= Chapter 16	12/13/2026
12/14	Final Exam		12/20/2026