

Crisis Intervention

HDCN 6370

Instructor: Carolyn Greenleaf, Ph.D., LCSW
Fall Term, 2010 Friday June 20, Saturday June 21, Sunday June 22, 2014
Friday July 11, Saturday July 12, Sunday July 13, 2014
Office Hours: By appointment
Contact Numbers: Cell [REDACTED], Office [REDACTED] email [REDACTED]

(Retain this syllabus for your personal files for future reference if needed.)

Course Description:

This is an intense, “hands on” course that addresses the fundamental principles of crisis intervention, including assessment, intervention, and counseling. It presents a theoretical melding of Cognitive-Behavioral and Client-Centered therapies as the state-of-the-art approach to the treatment of crisis victims. It examines an array of crisis situations and describes relevant intervention strategies in situations spanning the most personal to large-scale disasters and terrorism. Learning resources include handouts, journaling, videos, guest speakers, group discussion, stress debriefing, and role-play scenarios.

Required Text:

No text book is required for this course. Handouts will be provided.

Suggested Text:

Dattilio, F.M. & Freeman, A. (2007). *Cognitive-Behavioral Strategies in Crisis Intervention*. 3rd Edition. New York: The Guilford Press.

Course Requirements:

- **Class Participation** (20% of grade): Classroom contribution of a quality such that it reflects knowledge of course material, role-play, journaling, and group discussion assignments.
- **Skill Development** (20% of grade): Students will be expected to demonstrate appropriate application of crisis assessment material and crisis intervention skills during class discussion and role-play exercises.
- **Reflective Journaling** (20% of grade): A journal is to be used to (1) reflect on what you experienced in class personally, (2) think and write critically in response to lecture content, guest speaker presentations, videos, and role-play experiences, and (3) to reflect upon your own crisis experience(s), and (4) your perception of yourself as a crisis interventionist, including your strengths and weaknesses.
- **Mid-Term Exam** (20% of grade): A multiple choice, true/false, matching, and short answer exam based on lecture material, class discussions, videos, and handouts will be administered on *Sunday, August 22, 2010*.
- **Final Exam** (20% of grade): A multiple choice, true/false, matching, and short answer exam based on lecture material, class discussions, videos, and handouts will be administered on *Sunday, October 3, 2010*.

Attendance:

Attendance is crucial and is calculated in your grade. An unexcused absence, arriving late and/or leaving early will affect your final grade.

Statement on Attendance:

- Instructor should be given 24 hours’ notice of any absence whenever possible

- In the weekend class format, missing a Friday evening, a Saturday or Sunday morning, or a Saturday or Sunday afternoon is the equivalent of missing “one class”.
- If a student must miss the equivalent of “one class”, it is the student’s responsibility to contact a classmate to get all material and assignments covered during their absence.
- A student’s final grade will be impacted if the equivalent of two classes are missed.
- A student missing more than the equivalent of two classes may, at the instructor’s discretion:
 - receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
 - receive a failing grade for the course
 - drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar13-14> then consult with the Program Specialist if they believe this option is a possibility.)

Grading:

See table on page 2.

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+	Failure, any C or below	77 – 79	2.3	6.9
C		73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+		67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59 _≥	0.0	0.0

Grade of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been

unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue

CRISIS INTERVENTION HDCN 6370

Learning Objectives

Learning Objectives	Measurable Outcomes
Demonstrate understanding of crisis theory and crisis intervention in variety of situations.	Demonstrate comprehensive through class discussion, journaling, and exams.
Demonstrate the ability to assess an individual for suicide and/or homicide ideation/intent.	Demonstrate comprehension during classroom discussion, exams, and role play scenarios.
Demonstrate the ability to identify individuals at risk for committing school or workplace violence.	Demonstrate comprehension by through classroom discussion, reflective journaling, and exams.
Demonstrate the ability to identify the special needs of deployed military personnel and their families.	Demonstrate ability through classroom discussion, reflective journaling, and exams.
Demonstrate the ability to develop rapport and establish a collaborative model of intervention with a person in crisis in order to bring about a positive outcome.	Demonstrate comprehension during classroom discussion, exams, reflective journaling, and role play scenarios.
Demonstrate understanding of various roles performed during the process of a hostage situation and how to transition control of the situation from the hostage taker(s) to the authorities.	Demonstrate comprehension during exams and classroom discussion.
Demonstrate understanding of behaviors most likely to prevent injury or death in the event of being taken hostage.	Demonstrate comprehension during classroom discussion, role play, and reflective journaling.

Demonstrate an understanding of the critical incident defusing and debriefing process during and following a crisis situation.	Demonstrate comprehension during classroom discussion, role play, reflective journaling, and exams.
Demonstrate an understanding of the different stress disorders and how to diagnose them using the DSM-IV-TR.	Demonstrate comprehension during classroom discussion, role play, reflective journaling, and exams.
Demonstrate understanding of ethical and legal issues involved in crisis intervention.	Demonstrate comprehension during classroom discussion and exams.
Identify the symptoms of compassion fatigue, vicarious trauma, and burnout.	Demonstrate comprehension during classroom discussion and exams.
Recognize the importance of maintaining balance between personal and professional roles.	Demonstrate comprehension during classroom discussion and exams.

Course Outline

In the event you are absent, it is your responsibility to contact a classmate or your instructor in case adjustments have been made to this schedule.

Friday, June 20, 2014

Topic: Introduction to Crisis Intervention

Review syllabus and overview of course. Lectures: (1) Introduction to Crisis Intervention (2) Stress Debriefing and group discussion. Assignment for next class: Reflective Journaling (3 pages) for class #1 experience, review notes and handouts for mid-term exam.

Saturday, June 21, 2014

Topic: Crisis Intervention

Review and discuss previous class. Lectures: (1) Crisis Assessment, (2) Crisis Communication, (3) Suicide (and Homicide) Intervention. Role-play exercise, stress debriefing and group discussion. Assignment for next class: Reflective Journaling (3 pages) regarding class #2 experience, review notes and handouts for mid-term exam.

Sunday, June 22, 2014

Topic: School and Workplace Violence Crisis Intervention

Review and discuss previous class. Lectures: (1) School Violence Crisis Intervention, (2) Workplace Violence Crisis Intervention. Role-play exercise, stress debriefing and class discussion, mid-term exam. Assignment for next class: Reflective journaling (3 pages) for class #3 experience. Mid-term exam.

Friday, July 11, 2014

Topic: Families in Crisis

Lectures: (1) Domestic Violence Crisis Intervention, (2) Children in Crisis, (3) Special Topic, Military Families in Crisis. Stress debriefing and class discussion. Assignment for next class: Assignment for next class: Reflective journaling (3) pages for class #4 experience. Review notes and handouts for final exam.

Saturday, July 12, 2014

Topic: Hostage Situations

Lectures: (1) Crisis/Hostage Negotiation, (2) Active Shooter or Hostage Situation Transition to Law Enforcement, (3) Crisis Interventionist Safety During Crisis Situation. Stress debriefing and class discussion. Assignment for next class: Assignment for next class: Reflective journaling (3 pages) for class #5 experience. Review notes and handouts for final exam.

Sunday, July 13, 2014

Topic: Self-Care for the Crisis Interventionist.

Lectures: (1) Ethical and Legal Considerations for Crisis Intervention, (2) Occupation Hazards for the Crisis Interventionist, (3) Self-care for the Crisis Interventionist. Stress debriefing and class discussion. Final exam.

Disability Accommodations

Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

Mid-Term Exam:

The mid-term exam will be administered at the end of class on Sunday June 22, 2014. It will consist of 50 multiple choice, true/false, matching, and short answer items that reflect content from the Crisis Intervention lectures and handout material presented and discussed in class.

Final Exam:

The final exam will be administered at the end of class on Sunday, July 13, 2014. It will consist of 50 multiple choice, true/false, matching, and short answer items that reflect content from the Crisis Intervention lectures and handout material presented and discussed in class.

Statement on APA Guidelines:

Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 2001 5th edition include:

- Always cite the source of a quote or paraphrase (pp. 120 & 349)
- When quoting:
 - Copy the original material word-for-word (p. 117)
 - If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text (p. 117)
 - Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s) (p. 120)
- When paraphrasing:
 - Restate concepts in *substantially different words* than the original material (p. 349)
 - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
 - In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62).
- The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers

and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

Statement on Confidentiality and Emotional Safety:

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Statement on Academic Integrity:

Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at: http://www.smu.edu/studentlife/PCL_05_HC.asp

Statement on Class Decorum:

Please turn off (or set on vibrate) all cell phones or pagers. Please do not read newspapers, books for other classes, or other outside reading material during class, nor use lap tops for non class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and then when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

SMU Fall 2009 Emergency Preparedness Syllabus Insert:

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
- 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
- 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Rubric #1
Class Participation Assessment

	Exemplary 93-100	Accomplished 90-92	Developing 83-89	Needs Improve. 80-82	Score
Class Participation	Participates enthusiastically in class discussion and regularly asks questions or makes observations that indicate reflection, knowledge of class material.	Participates in class discussion and occasionally asks questions or makes observations that indicate reflection, knowledge of class material.	Rarely participates in class discussion and asks questions or makes comments that indicate familiarity with knowledge of class material.	Does not participate in class discussion, ask questions, or make comments that indicate familiarity with knowledge of class material.	
Class Participation (continued)	Participates enthusiastically in role-play scenarios and displays exceptional knowledge of course material.	Participates in role-play scenarios and displays thorough knowledge of course material.	Participates in role-play scenarios and displays knowledge of course material.	Participates reluctantly in role play scenarios and displays minimal knowledge of course material	
Class Attendance (Absences)	No missed classes	No missed classes	Missed ½ day class	Missed 1 class	
Class Attendance (Arrive late or leave early)	No late arrival; no early dismissals	No more than 1 late arrival or early dismissal	No more than 2 late arrivals or early dismissals	More than 2 late arrivals and early dismissals	

Missing more than 1 complete class and having more than 2 late arrivals and early dismissals (combined) will result in the student having to repeat the class.

“Late arrival” and “early dismissal” are defined as 30 minutes or more.

Rubric #2
Skill Development Assessment

	Exemplary 93-100	Accomplished 90-92	Developing 83-89	Needs Improve. 80-82	Score
Poise	Appears very confident, competent and composed throughout the entire session.	Appears confident, competent and composed through most of the session.	Appears self-conscious and nervous intermittently, but gained confidence as the intervention progresses.	Appears self-conscious and nervous throughout the intervention.	
Tone	Volume, tone, rate and inflection are appropriately consistent throughout the entire session.	Volume, tone, rate and inflection varied are varied at times and usually appropriate.	Volume drops off at end of sentences, little inflection; rate varies intermittently.	Low/loud volume, monotonous/flat tone with little inflection; rate of speech too rapid/slow.	
Approach	Sessions begins with sensitivity and focus. Smooth transitions.	Begins session with sensitivity and focus, flows smoothly.	Begins session with minimal sensitivity, focus and flow.	Begins session abruptly, lacking sensitivity, focus, and flow.	
Rapport	Was non-judgmental and respectful of client; easily established rapport immediately using empathy, warmth, and genuineness.	Was non-judgmental and respectful of client, using empathy warmth and genuineness to establish rapport as the session progressed.	Was non-judgmental but slow to establish rapport due to lack of genuine empathy.	Appeared judgmental toward client and failed to establish rapport.	
Determined Safety Issues	Approached safety issues immediately with confident and competent demeanor.	Approached safety issues further into the session with confident and competent demeanor.	Approached safety issues toward end of intervention; lacked confident, competent demeanor.	Failed to approach safety issues.	
Established Lethality of the Situation	Established lethality of the situation directly and with confidence in topic.	Established lethality of the situation directly; timid approach to topic.	Established lethality indirectly, lacked confidence in topic.	Failed to establish lethality of the situation.	
Identified Crisis Precipitants.	Maintained focus on the current problem in the “here and now” that precipitated the crisis.	Intermittent focus on the current problem in the “here and now” that precipitated the crisis.	Limited focus on the problem that precipitated the event.	Failure to focus on the problem that precipitated the event.	

Used Active Listening Skills	Used at least 5 active listening skills to explore the client's feelings.	Used at least 4 active listening skills to explore the client's feelings.	Used at least 3 active listening skill to explore client's feelings	Used 2 or less active listening skills to explore the client's feelings.	
Explored Past Coping Behaviors	Identified past coping behaviors, modifying old ones and exploring new ones, applying previous coping skills to current situation.	Explored past coping behaviors.	Explored past coping behaviors.	Failed to explore past coping behaviors.	
Plan of Action	Formulated a plan of action and a back-up plan, including specific resource information including names and telephone numbers.	Formulated a plan of action and a back-up plan, suggest potential resources.	Formulated a plan of action.	Failed to formulate a plan of action.	

Rubric #3
Reflective Journaling Assessment

	100-90	89-83	82 and Below
Depth of Thought and Analysis 25%	Makes succinct, insightful observations based on reflection and introspection.	Entries show some degree of analysis, but lack insight into reflection and introspection.	Entries lack evidence of reflection and introspection.
Personalization 25%	Writer integrates examples from his or her own life in relation to the content.	There is some attempt on the writer's part to utilize personal examples within the content.	There are no examples from writer's personal experience expressed in the content.
Clarity of Content 25%	Entry is legible. Content is clear and relevant.	Entry is generally legible. Content is sometimes vague, lacking clarity.	Writing is illegible. Content is vague and irrelevant.
Thoroughness 25%	Entry content is explicit and covered in depth.	Entry content is not covered in as much depth as assigned.	Content is superficial and not pertinent to the assignment.

Rubric #4
Crisis Intervention Role-Play Assessment

Role-Player's Name _____

Evaluator's Name: _____

Date: _____

	Exemplary 4	Accomplished 3	Developing 2	Needs Improve. 1	Score
Poise	Appears very confident, competent and composed throughout the entire session.	Appears confident, competent and composed through most of the session.	Appears self-conscious and nervous intermittently, but gained confidence as the intervention progresses.	Appears self-conscious and nervous throughout the intervention.	
Tone	Volume, tone, rate and inflection are appropriately consistent throughout the entire session.	Volume, tone, rate and inflection varied are varied at times and usually appropriate.	Volume drops off at end of sentences, little inflection; rate varies intermittently.	Low/loud volume, monotonous/flat tone with little inflection; rate of speech too rapid/slow.	
Approach	Sessions begins with sensitivity and focus. Transitions occur smoothly.	Begins session with sensitivity; session flows smoothly.	Begins session with minimal sensitivity, focus and flow.	Begins session abruptly, lacking sensitivity, focus, and flow.	
Rapport	Was non-judgmental and respectful of client; easily established rapport immediately using empathy, warmth, and genuineness.	Was non-judgmental and respectful of client, using empathy warmth and genuineness to establish rapport as the session progressed.	Was non-judgmental but slow to establish rapport due to lack of genuine empathy.	Appeared judgmental toward client and failed to establish rapport.	
Determined Safety Issues	Approached safety issues immediately with confident and competent demeanor.	Approached safety issues further into the session with confident and competent demeanor.	Approached safety issues toward end of intervention; lacked confident, competent demeanor.	Failed to approach safety issues.	

Established Lethality of the Situation	Established lethality of the situation directly and with confidence in topic.	Established lethality of the situation directly; timid approach topic.	Established lethality indirectly, lacked confidence in topic.	Failed to establish lethality of the situation.	
Identified Crisis Precipitants.	Maintained focus on the current problem in the “here and now” that precipitated the crisis.	Intermittent focus on the current problem in the “here and now” that precipitated the crisis.	Limited focus on the problem that precipitated the event.	Failure to focus on the problem that precipitated the event.	
Used Active Listening Skills	Used at least 5 active listening skills to explore the client’s feelings.	Used at least 4 active listening skills to explore the client’s feelings.	Used at least 3 active listening skill to explore client’s feelings	Used 2 or less active listening skills to explore the client’s feelings.	
Explored Past Coping Behaviors	Identified past coping behaviors, modifying old ones and exploring new ones. Applied previous coping skills to current situation.	Explored past coping behaviors, modifying old ones and exploring new ones.	Explored past coping behaviors.	Failed to explore past coping behaviors.	
Plan of Action	Formulated a plan of action, back-up plan, and follow-up procedures, including specific resource information including names and telephone numbers.	Formulated a plan of action, back-up and follow-up plan.	Formulated a plan of action.	Failed to formulate a plan of action.	