Title: Crisis Intervention
Catalog Number: BHHS 105-01
Credit Hours: 3
Total Contact Hours: 45
Lecture (or Lab): Lecture
Instructor: Allison Parker, LCPC
Office Hours – Location: Available Upon Request
Contact Information: aparker2@smccme.edu

Course Syllabus

Course Description
This course is an overview of how a mental health crisis assessment will occur and how one would conduct a needs assessment and complete a crisis plan. This course will also provide the student with the education of Maine’s crisis system as well as various crisis theories and crisis models and how to apply them.

Since communication skills, including writing, presenting and contributing to discussion are important career and life skills, this course will provide students with structured opportunities for practice. These opportunities include several short writing assignments, presentation, and role plays of crisis situations. Prerequisite(s): ENGL-050, ENGL-075

Note: This course meet the MHRT/Community Requirement-Crisis Identification and Resolution.

Course Objectives

Knowledge

- Understand Maine’s crisis system
- Understand relevant legal issues concerning crisis assessments
- Understand and apply crisis theory
- Describe models of prevention, treatment, and rehabilitation
- Familiarity with consumer rights, HIPPA, FERPA, EMTALA, and Informed Consent
- Describe ethical guidelines and competencies related to crisis services
- Familiarity with different types of crises
- Understand the importance of collaboration to provide holistic solutions
- Understand potential needs of special populations and intervention considerations to meet need
- Understand prevalence and common effects of trauma
- Understand medication role in symptom management
- Understand screening and assessment strategies for co-occurring disorders
Skills

- Apply theory to practice
- Complete a comprehensive assessment
- Create a safety, crisis plan upon conducting a needs assessment
- Think critically about ethical dilemmas inherent to providing these services
- Provide feedback on peer’s writing, evaluate and edit your own, utilize APA format
- Formulate relevant questions and participate in discussions of application of material
- Present information verbally
- Self-care, and proper utilization of supervision

**Topical Outline of Instruction**

**Chapter 1 Approaching Crisis Intervention**
- A Brief History
- Definition of Crisis
- Characteristics of a Crisis
- Transcrisis states
- Theories of Crisis
- Crisis Intervention Models
- Characteristics of Effective Crisis Workers

**Chapter 2 Culturally Effective Helping**
- Multicultural perspectives in Crisis Intervention
- Shortcomings to Multicultural approach to Crisis Intervention
- Culturally effective helping

**Chapter 3 Intervention and Assessment Models**
- Hybrid Model of Crisis Intervention
- Assessment in Crisis Intervention

**Chapter 4 Tools of the Trade**
- Listening in Crisis Intervention
- Basic Strategies in Crisis Intervention
- Climate of Human Growth
- Acting in Crisis Intervention

**Chapter 5 Crisis Case Handling**
- Handling Crisis cases vs long-term cases
- Case handling at walk-in Crisis facilities
- Police and Crisis Interventions
- Transcrisis handling in long-term therapy
- Counseling difficult clients
- Confidentiality in case handling

**Chapter 6 Telephone and Online Counseling**
- Case handling on telephone Crisis lines
- Telephone counseling strategies
- Regular, Severely Disturbed, and Abusive callers
- Hotlines
- The Internet’s Growing Role in Crisis Intervention
- Behavioral Tele-health

**Chapter 7 Posttraumatic Stress Disorder (PTSD)**
- Dynamics of PTSD
- Incidence, impact, and trauma type
- Maladaptive patterns characteristic of PTSD
- The traumatic wake of Iraq, and Afghanistan
- Treatment of adults
- Individual Intervention
- Group treatment
- Eye Movement and Desensitization and Reprocessing (EMDR)
- Children and PTSD
- Moving beyond the trauma

**Chapter 8 Crisis of Lethality**
- Dynamics of Suicide
- Myths about Suicide Assessment
- Intervention strategies
- Losing a client to Suicide

**Chapter 9 Sexual Assault**
- The scope of the problem
- The dynamics of rape
- Intervention strategies for rape and battery
- Adult survivors of childhood sexual abuse
- Intervention strategies for adult survivors
- Sexual abuse in childhood
- Intervention strategies with children
- Persecuting the perpetrator
- Counseling

**Chapter 10 Partner Violence**
- Emerging approaches to Partner Violence
- Dynamics of Partner Violence
- Intervention strategies
- Interventions with children
- Courtship violence
- Gay, and lesbian violence
Chapter 11 Chemical Dependency
Sociocultural determination of Substance Abuse
Models of addiction
Dynamics of addiction
Children in alcoholic families
Treatment approaches
Intervention strategies

Chapter 12 Bereavement and Grief
Dynamics of Bereavement
Types of Loss
Intervention strategies
Dealing with Loss

Chapter 13 Crisis in Schools
Gangs
Bullying
School-based suicide prevention and intervention
Planning for a Crisis
Implementing Crisis Plan
Bereavement in schools

Chapter 14 Violent Behavior in Institutions
Precipitating factors
Dynamics of violence in human service settings
Intervention strategies
Violent geriatric clients

Chapter 15 Crisis/Hostage Negotiation
Dynamics of hostage taking
Intervention strategies
Intervention after release

Chapter 16 Human Services Workers in Crisis
Defining burnout
Dynamics of burnout
Worker-client relationships
Intervention strategies

Course Requirements
In class writing assignment..........................................................15 Points
4 In class case vignettes and crisis planning.....(25 Points each) 100 Points
Presentation.................................................................35 Points
5 Journal Article Reviews....................................(50 Points each) 250 Points
Final/Comprehensive Assessment and Crisis Plan..................100 Points

Student Evaluation and Grading
The maximum number of points is 500. Grades will be assigned as follows:

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You must earn at least a "C" in this course to graduate from the Human Services Program. A grade lower than a "C" means you must retake this course in order to earn your degree.

Late Work: Sorry, late work is not accepted. If you feel you are up against some extenuating circumstances you can meet with me to discuss alternatives prior to the assignment due date.

Text, Tools and / or Supplies

Attendance Policy
At the start of every class, I record the day's attendance. If you come late, it is your responsibility (after class) to make sure I have noted this on the attendance sheet. If you come late and do not remind me to sign you in, you may be marked absent that day.
I make no distinction between excused and unexcused absences. All absences are recorded as "Unexcused Absences" in the online course area as this is the only way the system will allow me to track the number of classes you have missed.
I understand that life circumstances sometimes interfere with your ability to attend class; please recognize, however, that
class will not stop. If you must be absent it is your responsibility to discover what you missed (either from a classmate or online) and to be prepared to participate fully upon your return. You cannot make up any in-class activities you miss during your absence. You are also expected to be at class on time and to stay for the full class period. Tardiness or leaving class early will result in a lower attendance score. For the purposes of tracking attendance, 3x tardy or leaving early = 1 absence.

**Class Participation**

Learning is not a spectator sport. Fundamentally, the responsibility to learn is yours and yours alone. For learning to happen in any course, you must take an active role in the process. For this class, you are expected to come to class prepared and ready to learn, which requires you to read and to study the assigned reading before you come to class. Being prepared for class enables you to construct a knowledge base on which subsequent learning rests. This is a discussion based class. Therefore, your attendance at each class is essential if we are going to function as a community of learners. It is equally important for you to actively participate in class because it is only through articulating your experiences and opinions that we will get to know you and learn from your experiences. Every student deserves an opportunity to grow and learn in a supportive, friendly and comfortable environment. Accordingly, students are expected to be respectful of themselves, the instructor and other students. Examples of unacceptable behavior include making derogatory comments, falling asleep in class, and monopolizing class discussions. The success of the learning in this class requires that you as students participate at whatever level is comfortable in class discussions and activities. Each student, however, will proceed at his/her own unique pace; i.e., personal growth, insight, awareness etc. will be different for each student. Though you are asked to participate in discussions and exercises, you are not obligated to share, disclose or reveal information about yourself that you do not want others to know.

To demonstrate class participation, you are expected to...

- Be an active and committed participant in the discussions and classroom activities.
- Be prepared to ask and answer questions, share responses, and discuss the concepts and information presented in the class and course readings.
- Turn cell phones to silent or vibrate mode during class.
- Do not text-message or surf the Internet during class. If you are caught sending text messages in class, you will be marked absent on the attendance record.
- Honor the dignity, cultural diversity, and right of self-determination of all class members by giving respectful, mindful feedback.
- Limit sharing to questions, opinions, information or personal experiences that relate to the topic at hand and/or your professional growth and development.
- Respect the privacy of classmates who share personal information or experiences.

**Department Academic Policies**

**Attendance**

Consistent attendance and active participation in class is essential for learning and success. It is our belief that you will not gain a full understanding of the subject matter if you are present less than 80% of the time. Accordingly, it is department policy that you must attend at least 80% of the scheduled classes in a department course in order to pass. THIS IS REGARDLESS OF WHETHER YOUR ABSENCES WERE EXCUSED BY THE INSTRUCTOR OR NOT.

In practice, this means the following:

- If the course meets 1x per week (e.g., one 3-hour class), you cannot miss more than 3 classes at ANY point during the semester.
• If the course meets 2x per week (e.g., two 75 minute classes), you cannot miss more than 6 classes at ANY point during the semester.
• If the course meets 3x per week (e.g., three 50 minute classes), you cannot miss more than 9 classes at ANY point during the semester.

We understand there may be times when you need to be absent from class. We also understand there may be times due to personal circumstances when you need to miss more than 20% of the scheduled classes. In this instance, we will ask you to set aside academics for a while so you can fully attend to your personal situation. You will be welcome to take the course again in a future semester when you are able to give your full attention and active participation to the class.

Classroom Disruptions
In order to maintain best possible environment for learning, students are expected to minimize classroom disruptions. In practice this means:
• Students may not use cell phones or other electronic devices in class. Studies consistently show that these devices undermine the academic performance of all students in the classroom.
• Students may not bring guests to class without the instructor’s prior authorization.
• Students may not bring children to class for any reason.
• Students must be respectful of their classmates and the instructor by arriving on time and staying for the entire class period.

Copies of Submitted Work
It is each student’s sole responsibility to maintain reliable copies of all submitted work. If the instructor is unable to locate a student’s submitted assignment for any reason, a student must be able to produce a copy of the assignment within a reasonable amount of time to obtain credit. The deadline for submission of any missing work will be determined by the instructor.

Email
Students are expected to read and respond to their SMCC email on a frequent and consistent basis. Since many of the communications will be time sensitive, students are required to check their SMCC email accounts at least twice weekly to look for notices about department procedures, policies, and other important announcements. It is each student’s sole responsibility to make sure their SMCC email account is set up and working properly.

Grades of I (Incomplete)
At the instructor’s discretion, a temporary grade of “I” may be given to a student when, due to extraordinary circumstances, the student will be unable to complete all required course work by the end of the semester. This assumes the student has made a consistent and persistent effort past the end of the withdrawal period and up to the point the when the “circumstances” occur. The student must meet with the instructor to prepare the “Agreement for Incomplete Grade” form which is then signed by both the student and the instructor. The incomplete grade must then be approved by the Department Chair. The form will then be sent to enrollment services. Then, you must complete the remaining course work by the mid-point of the semester following receipt of the “I” grade. Any grade of “I” that is not resolved by the middle of the next term automatically becomes an “F.”
SMCC Academic Policies

End-of-Course Evaluation

Students complete evaluations for each course attended at SMCC. Evaluations are submitted online and can be accessed through the student portal. Students can access the course evaluations beginning one week before the end of classes. The deadline for submission of evaluations occurs Monday at 5 PM following the last day of the class. You will receive an email to your student email account when course evaluations are available.

ADA Syllabus Statement

Southern Maine Community College is an equal opportunity/affirmative action institution and employer. For more information, please call 207-741-5798. If you have a disabling condition and wish to request accommodations in order to have reasonable access to the programs and services offered by SMCC, you must register with the Disability Services Coordinator, Sandra Lynham, who can be reached at 741-5923. Further information about services for students with disabilities and the accommodation process is available upon request at this number. Course policies about online testing are modified to suit each individual’s accommodations.

SMCC Pay-for-Print Policy

Per Page Costs

Each semester students receive a $20 printing credit. The balance resets at the end of the semester and any remaining credits are removed. The cost varies depending upon page size and whether printing is done in black and white or color.

a. There is a $0.10 per page fee for standard 8.5" by 11" black and white documents.

b. The reverse sides of duplex (double-sided) documents are free.

c. There is a $.50 per page fee for standard 8.5" by 11" color documents.

d. There is a $.20 per page fee for 8.5" by 14" (legal) or 11" by 17" (tabloid) black and white documents.

e. There is a $1.00 per page fee for 8.5" by 14" (legal) or 11" by 17" (tabloid) color documents.

Duplex charges (printing on both sides of a page) work in the following fashion: One page is $0.10, two pages are $0.10, three pages are $0.20, and four pages are $0.20, etc. The flipsides are free, but another sheet of paper is $0.10. Please be aware that a document with any color at all (when printed to a color printer) will by default be printed in color. You are responsible for setting the print job to print black and white if you do not need color. For directions, please go to the IT Help tab in My SMC.

How does it work?
The College’s pay-for-print system monitors printing on all printers (including those in general access labs, library printers, the Academic Achievement Center, Noisy Lounge and technology labs). Students can check the number of pages they have printed by using the Printing Balance tool available on SMCC computers (located in the lower right corner of the screen, near the clock). Departments with work study students who need to print documents for the department should contact the Help Desk at 741-5696 to have a special account set up.

Refunds

Print jobs are eligible for a refund in the event of mechanical or electronic error on the part of the printer, print server, or software used to submit the job. Jobs are not eligible for a refund in cases where the job was not set up correctly, was
submitted multiple times, or the student is not satisfied with the result. To request a refund, please bring the offending print to the IT Department in the basement of the Ross Technology Center. Refunds will be granted in the form of a credit to the student's account.

**Why is SMCC charging for printing?**

The pay-for-print system is an effort to control escalating printing costs. Charging for printing helps offset the increasing cost of supplies and encourages students to conserve resources. To find ways to reduce your printing charges, please go to the IT Help tab on My SMCC. If you have questions about the pay-for-printing policy or your printing charges, please contact the Help Desk at 741-5696 or send an email to helpdesk@smccme.edu. Be sure to log OUT of the system when you’ve finished your printing, to prevent unauthorized access to your account.

**Add-Drop Policy**

Students who drop a course during the one-week “add/drop” period in the fall and spring semesters and the first three days of summer sessions receive a 100% refund of the tuition and associated fees for that course. Please note any course that meets for less than the traditional semester length, i.e., 15 weeks, has a pro-rated add/drop period. There is no refund for non-attendance.

**Withdrawal Policy**

A student may withdraw from a course only during the semester in which s/he is registered for that course. The withdrawal period is the second through twelfth week of the fall and spring semesters and the second through ninth week of twelve-week summer courses. This period is pro-rated for shorter-length courses. To withdraw from a course, a student must complete and submit the appropriate course withdrawal form, available at the Enrollment Service Center (no phone calls, please). The designation “W” will appear on the transcript after a student has officially withdrawn. A course withdrawal is an uncompleted course and may adversely affect financial aid eligibility. Failure to attend or ceasing to attend class does not constitute withdrawal from the course. There is no refund associated with a withdrawal.

**Plagiarism Statement**

Adherence to ethical academic standards is obligatory. Cheating is a serious offense, whether it consists of taking credit for work done by another person or doing work for which another person will receive credit. Taking and using the ideas or writings of another person without clearly and fully crediting the source is plagiarism and violates the academic code as well as the Student Code of Conduct. If it is suspected that a student in any course in which s/he is enrolled has knowingly committed such a violation, the faculty member should refer the matter to the College’s Disciplinary Officer and appropriate action will be taken under the Student Code of Conduct. Sanctions may include suspension from the course and a failing grade in the course. Students have the right to appeal these actions to the Disciplinary Committee under the terms outlined in the Student Code of Conduct.
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<th>Monday</th>
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<tr>
<td>1</td>
<td>9/1, 9/3</td>
<td>Introductions, questions, and expectations.</td>
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<td>In Class Writing</td>
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<td>Attendance Mandatory</td>
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<td>10/20, 10/22</td>
<td>Chapter 6 Discussion</td>
<td>Chapter 6 Cont.</td>
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<td>10/27, 10/29</td>
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<td>11/3, 11/5</td>
<td>Journal Article Review (Suicide Prevention) Due</td>
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<td>Chapter 10 Discussion</td>
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<td>11/24, 11/26</td>
<td>Chapter 12 Discussion</td>
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<td>Journal Article Review-Therapeutic Models for Treating Substance Abuse.</td>
<td>Chapter 13, 14, and 15 Discussion</td>
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<td>In class case vignette and crisis planning Attendance Mandatory</td>
<td>Journal Article Review (Self-Care to Avoid Vicarious Trauma) Chapter 16 Discussion</td>
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