

## HSM400 Crisis Intervention

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

### Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

### Course Description and Outcomes



#### Course Description:

The course explores diverse crisis situations with emphasis on the use of short-term intervention and problem-solving techniques. It focuses on helping individuals and families de-escalate crisis situations and develop appropriate coping techniques. Students explore the skills, techniques, and uses of crisis intervention.

#### Course Overview:

Crisis Intervention explores the assessment of crisis situations with emphasis on the use of short-term intervention and problem-solving techniques to help individuals and families de-escalate crisis and develop appropriate coping mechanisms. Students apply the skills, techniques, and methods of crisis intervention to different categories of crisis and to diverse groups of affected individuals, families, and social/cultural groups. In addition to addressing crisis with respect to categories of victims, students also address the impacts of crisis on human services workers and their clients within institutional settings such as agencies, communities, and schools and learn appropriate methods of assessment and intervention for each setting. Finally, students focus on attention to self and develop a plan for self-care to manage the stress of crisis and disaster work.

#### Course Learning Outcomes:

1. Explain the definitions, nature, forms, and continuum associated with crises.
2. Assess crisis situations, and compare and contrast approaches of handling them.
3. Develop intervention strategies appropriate to the forms of crises.
4. Apply an evidence-based approach to dealing with crisis situations.

5. Analyze the role of diversity in dealing with crises.
6. Develop a plan for self-care when working in crisis situations.

## Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

## Course Materials



### Required:

Kanel, K. (2015). *A guide to crisis intervention* (5th ed.). Belmont, CA: Brooks/Cole. ISBN-13: 9781285739892

Miller, G. (2012). *Fundamentals of crisis counseling*. Hoboken, NJ: Wiley. ISBN 13: 9780470438305

### Suggested:

James, R. K., & Gilliland, B. E. (2013). *Crisis Intervention Strategies* (7th Ed.). Belmont, CA: Brooks/Cole.

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises will be provided within the course itself. Please read through each course module carefully.

## Course Schedule



### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Opening Exercises: Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none"> <li>Chapters 1 &amp; 2 in <i>A Guide to Crisis Intervention</i></li> <li>Chapter 1 in <i>Fundamentals of Crisis Counseling</i></li> <li>Lonigro, D. (2013). <i>5 things you might not know about crisis intervention</i>. Retrieved from <a href="http://www.crisisprevention.com/Blogs/Prevention-in-Action/October-2013/5-Things-You-Might-Not-Know-About-Crisis-Intervent">http://www.crisisprevention.com/Blogs/Prevention-in-Action/October-2013/5-Things-You-Might-Not-Know-About-Crisis-Intervent</a></li> <li>McGonigal, K. (2013). <i>How to make stress your friend</i> [video file]. Retrieved from <a href="http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend.html">http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend.html</a></li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Opening Exercises (0 points)</li> <li>Mastery Exercises (10 points)</li> <li>Critical Thinking (70 points)</li> </ul>
2	<ul style="list-style-type: none"> <li>Chapter 3 in <i>A Guide to Crisis Intervention</i></li> <li>Chapter 2 in <i>Fundamentals of Counseling</i></li> <li>Campbell, R., Dworkin, E., &amp; Cabral, G. (2009). An ecological model of the impact of sexual assault on women's mental health. <i>Trauma, Violence, &amp; Abuse, 10</i>, 225-246. Retrieved from <a href="http://www.sagepub.in/upm-data/40603_1.pdf">http://www.sagepub.in/upm-data/40603_1.pdf</a></li> <li>Myer, R., Lewis, J. S., &amp; James, R. K. (2013). The introduction of a task model for crisis intervention. <i>Journal of Mental Health Counseling, 35</i>(2),95-107.</li> <li>Jacob, T., Sahu, G., Frankel, V., Homel, P., Berman, B., &amp; McAfee, S. (2016). Patterns of Restraint Utilization in a Community Hospital's Psychiatric Inpatient Units. <i>Psychiatric Quarterly*</i>, <i>87</i>(1), 31-48.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Opening Exercises (0 points)</li> <li>Mastery Exercises (10 points)</li> </ul>
3	<ul style="list-style-type: none"> <li>Chapter 7 in <i>A Guide to Crisis Intervention</i></li> <li>Chapter 3 in <i>Fundamentals of Crisis Counseling</i></li> <li>Blodorn, A., &amp; O'Brien, L. T. (2011). Perceptions of racism in Hurricane Katrina-related events: Implications for collective guilt and mental health among white Americans. <i>Analysis of Social Issues and Public Policy, 11</i>(1), 127-140. doi:10.1111/j.1530-2415.2011.01237.x</li> <li>Hawker, D. M., Durkin, J., &amp; Hawker, D. S. J. (2010). To debrief or not to debrief our heroes: That is the question. <i>Clinical Psychology and Psychotherapy, 18</i>(6), 453-463.</li> <li>World Renew (2019). International disaster response. Retrieved from <a href="https://worldrenew.net/what-we-do/projects/international-disaster-response">https://worldrenew.net/what-we-do/projects/international-disaster-response</a></li> <li>American Red Cross (2019) International disasters and crises. Retrieved from <a href="https://www.redcross.org/about-us/our-work/international-services/international-disasters-and-crises.html">https://www.redcross.org/about-us/our-work/international-services/international-disasters-and-crises.html</a></li> <li>Zare, M., &amp; Afrouz, S. G. (2012). Crisis management of Tohoku: Japan earthquake and tsunami, 11 March 2011. <i>Iranian Journal of Public Health, 41</i>(6), 12-20.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Opening Exercises (0 points)</li> <li>Mastery Exercises (10 points)</li> <li>Critical Thinking (70 points)</li> </ul>
4	<ul style="list-style-type: none"> <li>Chapters 11 &amp; 12 in <i>A Guide to Crisis Intervention</i></li> <li>Chapter 4 in <i>Fundamentals of Crisis Counseling</i></li> <li>Watson, A. C., &amp; Fulambarker, A. J. (2012). The crisis intervention team model of police response to mental health crises: A primer for mental health practitioners. <i>Best Practices in Mental Health, 8</i>(2), 71-81.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Opening Exercises (0 points)</li> <li>Mastery Exercises (10 points)</li> </ul>

		<ul style="list-style-type: none"> <li>• Critical Thinking (60 points)</li> </ul>
5	<ul style="list-style-type: none"> <li>• Chapters 5 &amp; 6 in <i>A Guide to Crisis Intervention</i></li> <li>• Chapter 5 in <i>Fundamentals of Crisis Counseling</i></li> <li>• American College Health Association. (2011). Emergency planning guidelines for campus health services: An all-hazards approach. Emergency planning guidelines for campus health services: An all-hazards approach. <i>Journal of American College Health, 59</i>(5), 438-449.</li> <li>• Responding to crisis at a school. (2016). Retrieved on November 8, 2017, from <a href="http://smhp.psych.ucla.edu/pdfdocs/crisis/crisis.pdf">http://smhp.psych.ucla.edu/pdfdocs/crisis/crisis.pdf</a>.</li> <li>• Murtonen, K., Suomalainen, L., Haravuori, H., &amp; Marttunen, M. (2012). Adolescents' experiences of psychosocial support after traumatization in a school shooting. Adolescents' experiences of psychosocial support after traumatization in a school shooting. <i>Child and Adolescent Mental Health, 17</i>(1), 23-30.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Opening Exercises (0 points)</li> <li>• Mastery Exercises (10 points)</li> <li>• Critical Thinking (100 points)</li> </ul>
6	<ul style="list-style-type: none"> <li>• Chapters 6 &amp; 7 in <i>Fundamentals of Crisis Counseling</i></li> <li>• Chapter 4 in <i>A Guide to Crisis Intervention</i></li> <li>• Fowler, J. C. (2012). Suicide risk assessment in clinical practice: pragmatic guidelines for imperfect assessments. <i>Psychotherapy, 49</i>(1), 81. Retrieved from <a href="http://www.researchgate.net/profile/James_Fowler4/publication/221865326_Suicide_risk_assessment_in_clinical_practice_pragmatic_guidelines_for_imperfect_assessments/links/0046352c58d5b56b6b000000.pdf">http://www.researchgate.net/profile/James_Fowler4/publication/221865326_Suicide_risk_assessment_in_clinical_practice_pragmatic_guidelines_for_imperfect_assessments/links/0046352c58d5b56b6b000000.pdf</a></li> <li>• Nock, M. K., Deming, C. A., Fullerton, C. S., Gilman, S. E., Goldenberg, M., Kessler, R. C., et al. (2013). Suicide among soldiers: a review of psychosocial risk and protective factors. <i>Psychiatry, 76</i>(2), 97-125. Retrieved from <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4060831/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4060831/</a></li> <li>• Reddy, M. S. (2010). Suicide incidence and epidemiology. <i>Indian Journal of Psychological Medicine, 32</i>(2), 77. Retrieved from <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3122543/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3122543/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Opening Exercises (0 points)</li> <li>• Mastery Exercises (10 points)</li> <li>• Critical Thinking (70 points)</li> </ul>
7	<ul style="list-style-type: none"> <li>• Chapter 2 in <i>A Guide to Crisis Intervention</i> (pages 36-44)</li> <li>• Chapter 8 in <i>Fundamentals of Crisis Counseling</i></li> <li>• Demers, A. (2011). When veterans return: The role of community in reintegration. <i>Journal of Loss &amp; Trauma, 16</i>(2), 160-179.</li> <li>• Goodman, R. D., &amp; West-Olatunji, C. A. (2009). Applying critical consciousness: Culturally competent disaster response outcomes. <i>Journal of Counseling &amp; Development, 87</i>(4), 458-465. Retrieved from <a href="http://www.researchgate.net/profile/Rachael_Goodman/publication/264759684_Applying_Critical_Consciousness_Culturally_Compent_Disaster_Response_Outcomes/links/5424772b0cf238c6ea6ecb9a.pdf">http://www.researchgate.net/profile/Rachael_Goodman/publication/264759684_Applying_Critical_Consciousness_Culturally_Compent_Disaster_Response_Outcomes/links/5424772b0cf238c6ea6ecb9a.pdf</a></li> <li>• Rosen, C. S., Greene, C. J., Young, H. E., &amp; Norris, F. H. (2010). Tailoring disaster mental health services to diverse needs: An analysis of 36 crisis counseling projects. <i>Health &amp; Social Work, 35</i>(3), 211-220.</li> <li>• Stone, D. A., &amp; Conley, J. A. (2004). A partnership between Roberts' crisis intervention model and the multicultural competencies. <i>Brief Treatment and Crisis Intervention, 4</i>(4), 367-375.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Opening Exercises (0 points)</li> <li>• Mastery Exercises (10 points)</li> </ul>

8

- Chapter 9 in *Fundamentals of Crisis Counseling*
- Greidanus, E., & Everall, R. D. (2010). Helper therapy in an online suicide prevention community. *British Journal of Guidance & Counselling, 38*(2), 191-204.
- Newell, J. M., & MacNeil, G. A. (2010). Professional burnout, vicarious trauma, secondary traumatic stress, and compassion fatigue. *Best Practices in Mental Health, 6*(2), 57-68. Retrieved from [http://www.iupui.edu/~mswd/S501/multimedia/word\\_doc/burnoutarticle.pdf](http://www.iupui.edu/~mswd/S501/multimedia/word_doc/burnoutarticle.pdf)

- Discussion (25 points)
- Opening Exercises (0 points)
- Mastery Exercises (10 points)
- Portfolio Project (350 points)

## Assignment Details



This course includes the following assignments/projects:

### Module 1

#### **CRITICAL THINKING ASSIGNMENT (70 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Making Stress Your Friend**

Review the McGonigal TED Talk on stress:

[http://www.ted.com/talks/kelly\\_mcgonigal\\_how\\_to\\_make\\_stress\\_your\\_friend.html](http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend.html)

How you think about stress matters. Write an essay describing how you would apply the research findings described in the video in your life and career. Discuss the clients you anticipate working with (or already work with) and the stresses they face.

In your paper, address the following:

- How would you apply the findings described in the video to work with clients who are stressed?
- How do stress and crisis differ, and what are the applicable strategies for dealing with each?
- What types of crises have you seen or anticipate seeing in your practice, and how do you anticipate dealing with these?
- What are the helpful characteristics of a crisis counselor? Describe those characteristics you already possess and those you hope to develop.

Discuss and cite at least two of the assigned readings for Module 1. Your paper should be two to three pages in length with documentation and citation formatting per *CSU-Global Guide to Writing and APA Requirements*.

#### **Option #2: Understanding Crisis**

**Part 1:** Review the following case scenario:

John and Louise have been married for nine years. They have three children ages 8, 7, and 5. John is 29 and Louise is 28. John works full time to support the family. Louise is a stay-at-home mother who sometimes babysits the neighborhood children to supplement the income. The family is actively involved in their religion. This is both John and Louise's first marriage.

John discloses to Louise that he has been questioning his life lately. John reports that on business trips he has started drinking, which is against church law, and is using tobacco and illicit drugs on occasion. John is not sure that he wants to remain a member of the church and is uncertain that he wants to remain married. Louise, still very active, asks that they meet with a church leader to discuss. John is excommunicated from the church. Louise and John decide that they can no longer remain married. The couple disclose the situation to their children, who are unaware of any marital conflict. John moves out for a month, moves back in to try to make it work, and then moves out again with no further discussion with the children.

Louise, now responsible for the livelihood of herself and her three children, determines that she needs to find full-time employment and return to finish her college education. Groceries and financial assistance are sought through the church. Childcare is now needed for the children when Louise is at work/night school. Louise is experiencing difficulty sleeping and is always on edge. The children are beginning to show symptoms of emotional and behavioral distress.

**Part 2:** Write an essay describing the following:

- Identify the person/people in crisis.
- When and why did this become a crisis?
- Describe what your personal response would be to this crisis if you were assigned to the case as a crisis worker.
- Apply the helpful characteristics of a crisis counselor that you possess to how you would intervene.
- Describe any characteristics that you would need to develop in working on this case and why this would be important.

Discuss and cite at least two of the assigned readings for Module 1. Your paper should be two to three pages in length with documentation and citation formatting per *CSU-Global Guide to Writing and APA Requirements*.

### Module 3

#### **CRITICAL THINKING ASSIGNMENT (70 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

##### **Option #1: Disaster Preparedness Planning**

Visit the Red Cross website ([www.redcross.org](http://www.redcross.org)) and explore the resources for emergency preparedness. Choose one of the emergency preparedness topics (i.e., hurricane, tornado, flood, earthquake, or fire) and one area of need for preparedness (i.e., home and family, school and students, or workplace and employees) and then present a plan for preparedness that describes how one might prepare for one of these types of emergencies in one of the areas. For example, how would one prepare for a flood in the workplace or for an earthquake at a school?

Your paper should address each of the following:

- Identify the emergency preparedness topic you have chosen (i.e., hurricane, tornado, flood, earthquake, or fire) and the area of need (i.e., home and family, school and students, or workplace and employees) and briefly describe the surrounding circumstances.
- Apply the emergency preparedness topic to one area of need, presenting a detailed plan that could be given to the human services managers who will respond to the type of emergency and area of need you have specified.

Discuss and cite at least two of the assigned readings for Module 3 and at least one additional credible or scholarly source to support your analysis and positions. The CSU-Global Library is a good place to find scholarly sources. Your

paper should be two or three pages in length with document and citation formatting per *CSU-Global Guide to Writing and APA Requirements*.

### **Option #2: Disaster Response Worksheet**

**Part 1:** Research disaster types from the list that have been covered in the media or occurred in your local area to assist you in filling out the worksheet.

- Home fire
- Forest fire
- Hurricane
- Tornado
- Excessive heat warning
- Earthquake
- Terrorist attack

**Part 2:** Complete the “Disaster Response Worksheet” (available in the Module 3 Materials folder) while thinking of your researched event. The purpose of this worksheet is to

- describe three different disasters
- discuss the influence of this disaster on the victims
- identify the role of the crisis worker involved in working this disaster.

Use at least two of the assigned readings for Module 3 and at least one additional credible or scholarly source to support your analysis when filling out the form. The CSU-Global Library is a good place to find scholarly sources.

## **Module 4**

### **CRITICAL THINKING ASSIGNMENT (60 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Agency Visit Part 1: Preparation**

This assignment is in two parts that comprise the Critical Thinking assignments for Modules 4 and 5.

This week you will choose an agency that engages in crisis intervention work in your community, make contact with that agency to arrange an interview with a representative of the organization, and design an instrument—i.e., a list of questions—that will guide your interview which will focus on the crisis intervention work undertaken by the agency.

Your questions must seek to obtain the following information:

1. A brief description of the agency in terms of its mission, who is served in terms of clients, and what sorts of crises are addressed
2. A listing of the types of services provided
3. An explanation of how the agency is funded
4. An explanation of how staff is trained
5. A description of how the impacts of crisis—i.e., staff stress and burnout—are managed within the agency.

Your deliverable for this week will include:

- A description of the agency you wish to investigate (one or two paragraphs in length)

- The name and title of the person you will interview, along with a brief description of his or her role in the agency (one or two paragraphs in length)
- The list of the questions you want to ask to your interviewee.

For next week's Critical Thinking Activity, you will conduct and write up your interview. For details, review the Critical Thinking Activity on the Module 5 Assignments page.

### **Option #2: Health and Clinical Crisis Worksheet**

**Part 1:** Choose three crises from the list.

- Substance Abuse
- Mental Illness
- Intimate Partner Violence
- Death
- Sexual Abuse/Assault
- Diagnosis of Terminal Illness
- Chronic illness or disability
- HIV/AIDS

**Part 2:** Complete the "Health and Clinical Crisis Worksheet" (available in the Module 4 Materials folder). The purpose of this worksheet is to:

- describe three different crises related to health or of clinical concerns,
- discuss the influence of this crisis on the victim(s),
- identify an organization that works with this crisis, and
- describe the role of the human service provider at this type of organization.

Use at least two of the assigned readings for Module 4 and at least one additional credible or scholarly source to support your analysis when filling out the form. The CSU-Global Library is a good place to find scholarly sources.

## **Module 5**

### **CRITICAL THINKING ASSIGNMENT (100 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Agency Visit Part II: Visit and Interview**

Conduct your agency visit and interview this week and prepare and submit a summary of the results of the interview. Be sure to address each of the following items:

1. Describe the agency in terms of its mission, who is served in terms of clients, and what sorts of crises are addressed.
2. List and describe the types of services provided.
3. Explain how the agency is funded.
4. Explain how staff is trained.
5. Describe how the impacts of crisis—i.e., staff stress and burnout—are managed within the agency.
6. Reflect on how what you have learned about the agency illustrates or is informed by at least one of the concepts or elements covered in the first five modules (including definition and/or theory of *crisis* and the physical/mental health implications of crisis for individual victims, families, crisis workers, and the organizations that deal with crisis intervention).

7. Discuss your reaction to and thoughts about the agency, its value to the community, and the challenges and rewards associated with working with such an agency as a career.

Discuss and cite at least two of the assigned readings for Modules 1-5 and at least one additional credible or scholarly source to support your analysis and positions. The CSU-Global Library is a good place to find scholarly sources. You can also find a link on how to write up an interview in APA under the "APA Guide & Resources" link.

Your paper should be three or four pages in length with document and citation formatting per *CSU-Global Guide to Writing and APA Requirements*.

### **Option #2: Special Populations Paper**

Write a two to three page essay describing the focus and treatment of a specific population (children, adults, families, groups/community) involved in crisis.

In your paper, address the following:

- Describe the population and the types of crises unique to this population.
- Identify and describe three different considerations unique to your work with this population as a crisis worker.
- Identify your reasons and motivation for wanting to explore this population in more detail.

Discuss and cite at least two of the assigned readings for Module 5. Your paper should be two to three pages in length with document and citation formatting per *CSU-Global Guide to Writing and APA Requirements*.

## **Module 6**

### **CRITICAL THINKING ASSIGNMENT (70 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Suicide Assessment**

Your client is elderly, has recently lost his spouse, and sees no reason to go on living. During a visit to the client in his new assisted living facility, the client revealed to you that he has experienced tremendous grief following the loss of his wife and does not want to live. In your assessment of this client, you are concerned that he has the motivation to kill himself, has decided on the means with which to do so, and has no supports to constrain him from taking such action.

Prepare a suicide assessment of this client along with a plan for his treatment. In your assessment, address each of the following questions in addition to any other items you feel are requisite.

1. How would you assess this client; what would you require to better evaluate his suicidal state?
2. Do you have enough information to take action?
3. What action options would you consider taking given his suicidal ideation?

Discuss and cite two textbook readings for Module 6 and at least one additional credible or scholarly source to support your analysis and positions. The CSU-Global Library is a good place to find scholarly sources. Your paper should be two or three pages in length with document and citation formatting per *CSU-Global Guide to Writing and APA Requirements*.

## Option #2: Influence of Protective Factors

Review the Hyeonsoo Lee TED Talk on her journey through crises:

[http://www.ted.com/talks/hyeonsoo\\_lee\\_my\\_escape\\_from\\_north\\_korea#t-34904](http://www.ted.com/talks/hyeonsoo_lee_my_escape_from_north_korea#t-34904)

Then write an essay describing the different crises that she was confronted with. Give attention to personal and environmental risk factors, warning signs of negative response to crisis, and the personal and environmental protective factors that helped her in moving through the crises.

In your paper, address the following:

- What were the different crises that Ms. Lee described in her story?
- What were some personal and environment risk factors that influenced her experience of the different crises?
- What were some warning signs that would have indicated that Ms. Lee was going to have a negative response to her various crises?
- What were the personal and environmental factors that helped Ms. Lee survive her crises, physically and emotionally?

Discuss and cite at least two of the assigned readings for Module 6. Your paper should be two to three pages in length with document and citation formatting per *CSU-Global Guide to Writing and APA Requirements*.

## Module 8

### PORTFOLIO PROJECT (350 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### Option #1: Crash!

The Academy Award-winning feature film *Crash* (directed by Paul Haggis; released in 2004) takes place in Los Angeles over a two-day period, during which the lives of the people depicted in the film literally “crash” into each other in various ways, creating crises of different types. For your Portfolio Project, you will view this film and use selected portions as the scenario on which your project will be written.

You can purchase a DVD copy of the film for \$10 or less from Amazon.com, iTunes, Blockbuster.com, or other online vendors who sell video, or you can rent the film from video rental providers.

Select two of the incidents shown in the film that illustrate two different crisis situations and write an essay that meets each of the following requirements *for each of the two movie clips*. For each incident:

- Describe the incident you have chosen to analyze and explain how it fits the definition of a crisis.
- Apply a crisis intervention theory to each incident and discuss how it applies.
- Conduct an assessment of the crisis situation and the skills needed to work with it, including applicable issues of gender, culture, and race.
- Analyze ethical concerns related to the crisis.
- Discuss how you would intervene as a crisis intervention counselor and describe and justify the outcome you would seek.
- Discuss the agencies or services that would work to deal with the crisis, discussing the roles played by each and describing how the agencies would work together.

Once you have done this for each of the two movie clips, write a conclusion section that compares and contrasts your analyses of the two situations and draws broad conclusions about best practices in crisis intervention counseling.

Your Portfolio Project should include the following sections:

- Cover page in APA format
- Table of contents
- An introduction that describes the paper and its intent
- The body of the paper that analyzes the two film clips
- A conclusions section that draws the work together and discusses best practices
- Reference list in APA format.

Discuss and cite at least three credible or scholarly sources other than the assigned readings to support your analysis and positions. You may also cite assigned readings as applicable. The CSU-Global Library is a good place to find scholarly sources. Your paper should be eight to ten pages in length with document and citation formatting per *CSU-Global Guide to Writing and APA Requirements*.

### **Option #2: Review of Personal Crisis**

For this Portfolio Project you will describe and analyze a personal crisis that you have experienced (or witnessed) in your life. This can be a crisis event in which you were directly involved or one that you witnessed as an observer (you need to have enough knowledge of the crisis to be able to analyze it critically). You will also assume the role of the crisis intervention specialist/counselor in the analysis of the crisis event.

- Describe the incident you have chosen to analyze and explain how it fits the definition of a crisis.
- Apply a crisis intervention theory to the incident and discuss how it applies. If there is more than one theory that applies, discuss all that are relevant in understanding the crisis.
- Describe how you would conduct an assessment of the crisis situation if you were assigned to help the victim(s) and the skills needed to work with it, including applicable issues of gender, culture, and race.
- Analyze ethical concerns related to the crisis (from the perspective of the crisis interventionist).
- Discuss how you would intervene as a crisis intervention counselor and describe and justify the outcome you would seek.
- Discuss the agencies or services that would work to deal with the crisis, discussing the roles played by each and describing how the agencies would work together. These may be actual agencies/services received or ones that could have been used.

Once you have completed the analysis, write a conclusion section that summarizes what you have learned from the analysis and draws broad conclusions about best practices in crisis intervention counseling specific to the crisis you discussed.

Your Portfolio Project should include the following sections:

- Cover page in APA format
- Table of contents
- An introduction that describes the paper and its intent
- The body of the paper that analyzes the crisis event
- A conclusions section that describes your reaction to the analysis and discusses best practices
- Reference list in APA format.

Discuss and cite at least three credible or scholarly sources other than the assigned readings to support your analysis and positions. You may also cite assigned readings as applicable. The CSU-Global Library is a good place to find scholarly sources. Your paper should be eight to 10 pages in length with document and citation formatting per *CSU-Global Guide to Writing and APA Requirements*.

## Course Grading



20% Discussion Participation  
0% Opening Exercises  
8% Mastery Exercises  
37% Critical Thinking Assignments  
35% Final Portfolio Paper

**Grading Scale and Policies**

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

### **In-Classroom Policies**

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.