

## CRIM 345: Crisis Intervention



Term \_\_\_\_ (Online)  
Coker University

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**Instructor:** Kirsten Piatak, Ph.D.

**Office Hours:** Virtual by request

**Office:** 405 Science Building

**Office Phone:** 843-857-4124

**Email:** Kpiatak@coker.edu

\*The best method of communication is through email and the professor aims to respond to you within 24 hours of your correspondence, at the latest.

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**Course Description:** CRIM 345 Crisis Intervention (3SH) (Cross Reference: PSY 345) The study of theory and models of crisis intervention and intervention techniques as they apply to a variety of traumatic events. Emphasis is placed on assessment and application of appropriate response intervention through role-play.

- Prerequisite: PSY 101 and permission of the instructor

**Course Objectives:** By the culmination of this course, students are expected to:

- Explain multiple types of trauma and crises including, but not limited to, developmental crises, situational crises, emotional distress, and criminal victimization in examinations.
- Describe, in detail, the various theoretical underpinnings of mental health treatment and crisis intervention techniques in examinations and in written assignments.
- Utilize appropriate response interventions as they engage in role-play scenarios.
- Critique criminal justice/law enforcement response interventions in notable cases of crisis intervention through written reflections.
- Investigate one area of crisis intervention that warrants improvement and construct a research paper on this topic.
- In groups, create a role-play performance of any crisis, as it relates to criminology/the criminal justice system, with demonstration of optimal response intervention techniques.

**Required text:** Kanel, K. (2019). *A guide to crisis intervention, 6<sup>th</sup> edition*. Boston, MA: Cengage.

**\*\*If included in this course, additional readings will be posted on Blackboard in a timely fashion.**

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### Course Assignments

- **Introduction Post (10 points):** To better acquaint themselves with their online peers, each student will be required to submit an introductory post with their 1) name and preferred name(s), 2) preferred gender pronouns, 3) hometown, 4) major(s) and/or minor(s), 5) career goals, 6) reason for taking the class, and 7) a fun fact about themselves. They must also respond to at least one other peer before the deadline. More information will follow on Blackboard.
- **Three Examinations (100 points each, 300 points total):** A total of *four* online examinations will be provided on Blackboard for the students to complete in a timely fashion. *However, students will drop their lowest exam grade.* If a student takes all three exams before the final exam and they are satisfied with their grade, they **do not** have to take the final exam. Examinations will consist of multiple choice, true/false, and short answer questions. For a complete timeline of scheduled exams, please refer to the class schedule. Additional instructions will follow.
- **Two Written Reflections (25 points each, 50 points total):** Throughout the semester, students will be required to analyze and critique two cases of mental crises that were handled by law enforcement. In their reflection, students must summarize the case and provide alternative methods for intervention. They should conclude with their opinion of the case and use APA to format their in-text citations and reference page. A rubric will be placed on Blackboard with additional information.
- **Two Role-Play Scenarios (25 points each, 50 points total):** The online students will be prompted with two unique crisis scenarios and will be required to reenact the appropriate intervention response with a peer in the classroom. The interaction must be submitted as a short video, not exceeding five minutes in length. Since the course is online, students are encouraged to record their interaction using Google Meet, Zoom, or another appropriate platform. More specific information will follow in the form of a rubric.
- **Crisis Paper (100 points total):** At the close of the semester, students are tasked with writing a 6-to-8-page research paper on a crisis topic of their choosing. This paper should include the history of treatment, current intervention models and techniques, and a policy implication to help reform future intervention techniques utilized by criminal justice professionals. The paper must adhere to APA formatting requirements, include a reference, and title page, contain at least 5 academic sources, and include in-text citations. More information will be posted with the rubric on Blackboard.
- **Group Role Play Video (100 points total):** Students will work in groups of 3 to 4 as they demonstrate a situation that requires crisis intervention. To express their knowledge of appropriate intervention techniques, the students will theatrically demonstrate this situation with the preferred intervention tactics. They will be graded on their knowledge, performance, and creativity, but they will also have the chance to provide peer evaluation forms to hold their peers accountable. A rubric will follow with additional information.

## Grades

**Total Points Possible: 610**

Percentage	Grade
90-100	A
80-89.9	B
70-79.9	C
60-69.9	D
0-59.9	F

***\*Please note if extra credit opportunities arise, they will be presented to all students.***

## Tentative Course Schedule

\*\*Please note that dates are subject to change at the discretion of the professor.

Date	Topic	Reading/Assignments Due
<b>Week #1:</b>	Introduction Chapter #1: An Overview of Crisis Intervention Chapter #2: Ethical and Professional Issues	Welcome to class 😊 Read the syllabus! Read the assigned chapters. <b>Introduction Posts Due.</b>
<b>Week #2:</b>	Chapter #3: The ABC Model of Crisis Intervention <b>Online Review Session with Dr. Piatak</b>	Read the assigned chapters. <b>Exam #1: Good luck!</b>
<b>Week #3:</b>	Chapter #4: Intervening with Crises Related to Danger to Self, Others, or Being Gravely Disabled Chapter #5: Developmental and Cultural Crises	Read the assigned chapters. <b>Reflection #1 Due</b> <b>Short Role Play #1 Due</b>
<b>Week #4:</b>	Chapter #6: Crises of Loss <b>Online Review Session with Dr. Piatak</b>	Read the assigned chapters. <b>Exam #2: Good luck!</b>
<b>Week #5:</b>	Chapter #7: Community Disaster, Trauma, and PTSD Chapter #8: Crises Related to Military Service	Read the assigned chapters. <b>Reflection #2 Due</b> <b>Short Role Play #2 Due</b>
<b>Week #6:</b>	Chapter #9: Crises Related to Personal Trauma <b>Online Review Session with Dr. Piatak</b>	Read the assigned chapters. <b>Exam #3: Good luck!</b>
<b>Week # 7:</b>	Chapter #10: Crises Related to Sexuality Chapter #11: Substance Use Related Disorders & Crises	Read the assigned chapters. <b>Crisis Paper Due</b>
<b>Week #8:</b>	Chapter #12: Crises Related to Aging <b>Online Review Session with Dr. Piatak</b>	Read the assigned chapters. <b>Group Video Due</b> <b>Exam #4: Good luck!</b>

## Course Policies

**Attendance:** While students do not receive attendance points for this virtual class, students are required to attend class on a regular basis by checking their Blackboard regularly. It is imperative that students have secure internet access, check their Coker email and Blackboard weekly, and submit assignments on time. *\*Coker University will require professors to submit attendance early in the semester to ensure that students are actively participating in class. You can demonstrate attendance by participating in the assignments online.*

**Make-Up Policy:** There will be no make-up examinations, given the opportunity that students have to drop their lowest exam grade. However, if students are faced with an unforeseeable circumstance, emergency, or other unpreventable event that otherwise prevents them from taking the exam, they will be required to provide documentation of their excuse. An alternate examination will be provided to them to ensure fairness to other students.

**Late Papers and Presentations:** All students will be asked to turn their papers and presentations in by 11:00 PM on the posted due dates (above in the schedule). Late copies will not be accepted, except in the case of documented emergencies.

**Email Etiquette:** When writing to your instructor, please be certain to include the class title and section in the "Subject" line of the email. Address the instructor in a professional manner, without slang terms, and include your name at the close of your message. Always use your official Coker email address; I will not respond to emails from other sources to protect your confidentiality.

**Academic Integrity:** Academic dishonesty will not be tolerated in this class. For more information, please view the detailed description of academic dishonesty below. We will discuss this in class/online via a PowerPoint, so students are fully aware of their responsibilities. If caught cheating or plagiarizing in this course, students will receive a zero on their assignment, in addition to being reported to the university. **Please note that talking with others during the online exam, using online resources or external material, copying, and pasting from review sessions and taking exams together all count as cheating and will be treated as such.**

- ➔ Copying and pasting information from Jeopardy Review sessions or PowerPoints also exemplifies cheating and will not be tolerated.
- ➔ Plagiarism is cheating; plagiarism occurs when you take ideas from others and include it in your writing without properly utilizing APA sources to give credit to the original source.

*"Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Additional penalties may result if a student is found responsible for*

*multiple incidents of academic dishonesty. Procedures and a list of integrity violations are outlined in detail in the Coker University Student Handbook” (Coker University 2019-2020 Academic Catalog, 2019, p. 43).*

**Disability Policy:** If a student has a physical, sensory, learning, or psychiatry disability that requires accommodations to the course assignments, deadlines, and examinations, it is their responsibility to contact Robin Richardson, Director of Learning Support Services, for assistance with documentation. Once the documentation has been provided to the instructor, going forward, the instructor will make any and all necessary accommodations to help students achieve academic success.

**Robin L. Richardson: Director of Learning Support Services**

LITC 121

Phone: 828-383-8021

Email: rrichardson@coker.edu

**Correct Pronouns, Names, and Inclusion:** I hope to create a space where students can bring all aspects of their identities into the classroom in order to fully engage in this course. I support people of all gender expressions and gender identities and encourage students to use the name and set of pronouns which best reflect who they are. In this spirit, I welcome and expect all students to also use the correct name and pronouns of their classmates. I will do my best to respect and use the language you use to refer to yourself and will encourage other members of our classroom community to do the same. Please inform me if my documentation reflects a name or set of pronouns different from what you use, and if you have any questions or concerns, please contact me after class, by email, or during office hours.

**Title IX and Reporting Sexual Harassment and Discrimination:**

Coker University values and requires equal access to educational experiences. Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in education programs and activities. If you feel you have been discriminated against based on your sex, gender, gender identity/expression, or sexual orientation, or if you have experienced sexual harassment, misconduct, or violence, we encourage you to report this to a member of the Coker Community. Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances and requests for sexual favors. Sexual violence is a form of sexual harassment and includes sexual assault, dating violence, domestic violence, rape, sexual battery, sexual coercion, and sexual exploitation. While faculty and staff are happy to listen to your concerns, please be mindful of how much you wish to disclose since all Coker faculty and staff members are ‘mandatory reporters.’ This means that if they are made aware of potential discrimination, harassment, misconduct, or violence that has occurred involving any Coker student, staff, or faculty member, they are required by law to report it to Coker’s Title IX Officer. This includes

incidents that occur on campus or at an off-campus Coker-sponsored event or activity in the recent present or in the past. Of course, you may also contact Coker University's Title IX Coordinator, Michael Williamson (843-383-8194) directly. If you wish to talk with someone who is better able to keep your information confidential, please visit or call Coker's Counseling Services, offered through MUSC Telepsych, (<https://www.coker.edu/offices-services/campus-services/center-for-health-wellness/counseling-services/>) or Coker's Student Health Services (843-383-8141).

At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140), or dial 911.

Community resources might also be particularly helpful, such as the Pee Dee Coalition (843-669-4600), in cases of intimate partner violence, sexual violence, and other forms of abuse. This source is entirely confidential\*. For a list of other services that might benefit you in class, please view the pertinent links on our CRIM 345 Blackboard!

**Green Dot:** I fully support survivors of sexual violence, dating/domestic violence (i.e., intimate partner violence), and stalking! I believe we all can take a proactive role in violence prevention on our campus. Ask me about **my green dots!**

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Welcome to class!