

**Coker College**  
**Course Syllabus**  
**Psychology 345, Section**  
**Crisis Intervention**

**Instructor:** Leslie McCall, Ph.D, LPC

**Email:** [lmccall@coker.edu](mailto:lmccall@coker.edu)

**Phone:** 843-615-1973

**Class time:** ONLINE

**Course description:**

Psychology 345: Crisis Intervention (Cross reference CRIM 345, SWK 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 upon assessment of appropriate response intervention through application. Pre-requisite: PSY 101.

**CREDIT HOURS:**

3 Semester hours

**REQUIRED READINGS:**

**TEXT:**

Kristi, K. (2019). A Guide to Crisis Intervention. Cengage.

Student Edition ISBN: 978-1-337-56641-4

**COURSE/LEARNING OBJECTIVES:**

Upon successful completion of the course, students will possess basic knowledge of how to:

1. Describe how a crisis state is formed and the factors that make up a crisis state.
2. Recognize the need for ethics in crisis intervention.
3. Identify the purpose of basic attending skills and how to apply them to real-life cases.
4. Identify the signs that someone may be suicidal.
5. Recognize cultural issues facing Latinos, African Americans, and Asian Americans.
6. Identify the basis of food insecurity.
7. Explain the *DSM 5* definition of PTSD and acute stress disorder.
8. Recognize invisible wounds such as depression, TBI, and PTSD as related to veterans.

9. Recognize the prevalence of rape, sexual assault, interpersonal partner violence, child abuse, and bullying in the United States.
10. Recognize the prevalence of teen pregnancy and the issues that a crisis worker may need to deal with related to this.
11. Describe how to intervene with those who misuse alcohol and drugs.
12. Identify the issues surrounding someone suffering from an eating disorder.

### **METHODS OF INSTRUCTION:**

A variety of teaching methods will be utilized throughout this quarter such as: lecture, small and large group discussion, audio/visual presentations, assigned reading from the text or other materials. Students are expected to fully participate in all the class discussion and class assignments. Class participation includes discussion, attendance, timeliness, collegial conduct, behavior and attitude. Individual conferences with the instructor are available.

### **GRADING SCALE:**

- A.....90-100
- B.....80-89
- C.....70-79
- D.....60-69
- F.....59 and below

### **CLASS POLICIES**

- 1. Attendance** Students are expected to complete all assignments including reading and discussion postings each week for each class. Since test questions are taken from class content and assigned readings, it is in the student's best interest to complete assignments regularly.
- 2. Class Conduct** Students are always expected to express their ideas in a respectful manner. This includes courtesy towards other students, faculty, and staff at Coker University in an online format.

- 3. Make-Up Exams** All exams must be taken during the class/time period in which they are scheduled. **Make-up exams are not permitted. There will be no extra-credit assignments given under any circumstances.**

**4. Title IX and Reporting of Discrimination and Sexual Harassment**

As a recipient of Federal Funds, Coker University is required to comply with Title IX legislation, which prohibits discrimination on the basis of sex in educational programs or activities, admission, and employment.

Coker's Commitment to Equality Equal access to educational experiences is an important part of the Coker experience. 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.

What is Sexual Harassment? 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.

Who Can I Talk to? 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, Julia Rowland, DeLoach Center, 2nd floor, [jrowland@coker.edu](mailto:jrowland@coker.edu), 843-383-4101 directly. At any time that you fear for your immediate safety, contact Campus Safety (843-383-8140) or dial 911.

Confidential Reporting If you wish to talk with someone who is better able to keep your information confidential, please visit or call Coker's Counseling Services (843-383-8040) or Coker's Student Health Services (843-383-8141).

- 5. Learning Support Services:** Reasonable accommodations will be provided for qualified students with documented physical, sensory, learning or psychiatric disabilities that require assistance to fully participate in this class. If a student has a disability that will likely need some accommodation by the instructor, the student should contact Robin Richardson in the Learning Support Services Office (ext. 8021, [rrichardson@coker.edu](mailto:rrichardson@coker.edu)) or Jennifer Rhodes ([jrhodes@coker.edu](mailto:jrhodes@coker.edu)) to provide the necessary documentation.

**CENTER FOR HEALTH & WELLNESS:**

The Center for Health & Wellness provides access to services from first aid and select over-the-counter medications to mental health professionals. **Health & Medical Clinic Services:** [843-383-8141](tel:843-383-8141) | [healthservices@coker.edu](mailto:healthservices@coker.edu)

**OFFICE HOURS/STUDENT CONFERENCES**

Individual conferences with the instructor are available. Please use contact information provided.

**COURSE REQUIREMENTS**

All written assignments **must be word processed, double spaced, formatted in APA style, and grammatically correct. Misspelled words, typographical errors and grammatical errors will result in lowered grades. Plagiarism as defined in your Student Handbook will not be tolerated. This, as well as other forms of academic dishonesty will lead to a loss of points for the assignment or a failing grade for the course.** It is strongly advised that students make use of the writing lab and the technology resources available on campus.

Tests must be taken during the time period in which they are scheduled.

Final grades will be based on the following course assignments

Discussion Posts.....	13%
Online Participation.....	12%
PowerPoint.....	25%
Exams.....	25% x 2 = 50%

**I.&II. Online Participation and Discussion LO (1-12)**

You will receive your instruction via online module and demonstrate your comprehension through your participation online. Synchronous meetings are pre-scheduled for January 31<sup>st</sup> & February 28<sup>th</sup> at 6:30pm. Please post weekly responses to discussion questions in the discussion board each week by 6:00pm on Saturday. Also respond to at least one of your classmate's posts by way of refute or support. You may ask questions for clarification at any time via email.

**III. PowerPoint: LO (1,2) (Due Week 6)**

A minimum of a seven (7) slide PowerPoint presentation is required to support the crisis topic of your choice from the text. Topic should include:

- background and history of the subject matter,
- examples of crisis

- prevalence in society
- how can crisis be positive and negative
- why topic is of interest to student.

Slides should be creative and well organized and focus on why your selected crisis is important and relevant for research in society.

#### IV. EXAMS: (Week 4 & 8)

Two multiple choice exams will cover lecture and class/group discussion.

The student will successfully complete two exams, one at midterm and one final exam. Each exam is worth 25% of the course grade; 50% total for the two exams.

Date	Chapter	Topic
<b>Week 1</b>	<b>Required Readings - Chapters 1 and 2</b>	Chapter 1: An Overview of Crisis Intervention Chapter 2: Crisis Defined
	<b>Chapters 3 and 4</b>	Chapter 3: ABC Model of Crisis Intervention Chapter 4: Intervening with Crisis Related to Danger to Self, Others, or Being Gravely Disabled
<b>Week 2</b>	<b>Chapters 4 and 5</b>	Chapter 4: Intervening with Crisis Related to Danger to Self, Others, or Being Gravely Disabled  Chapter 5: Developmental and Cultural Crises

<b>Week 3</b> <b>(Virtual Meeting – January 31<sup>st</sup> 6:30pm)</b>	<b>Chapters 6 and 7</b>	Chapter 6: Crises of Loss: Death, Relationships Breakups and Economic Loss  Chapter 7: Community Disaster, Trauma and Posttraumatic Stress Disorder
<b>Week 4</b> <b>(EXAM)</b>	<b>Chapters 8</b>	Chapter 8: Crises Related to Military Service
<b>Week 5</b>	<b>Chapter 9</b>	Chapter 9: Crises Related to Personal Trauma
<b>Week 6</b>  <b>(PPT Due)</b>	<b>Chapters 10</b>	Chapter 10: Crises Related to Sexuality
<b>Week 7</b> <b>(Virtual Meeting – February 28<sup>th</sup> 6:30pm)</b>	<b>Chapter 11:</b>	Chapter 11: Substance Use Related Disorder and Crises
<b>Week 8</b> <b>(EXAM)</b>	<b>Chapter 12</b>	Chapter 12 Crises Related to Aging, Serious Physical Illness and Disabilities

## Library and Technology Checklist

This class requires the following proficiencies:

Word processing

Spreadsheets

Powerpoint

Email/Internet use

Basic research skills (self-taught at <http://tilt.lib.utsystem.edu>)

This class requires use of the following library resources and services:

In-class library orientation/bibliographic instruction

Listening or viewing multimedia materials in the library

Library reserve materials

Specialized software (SPSS, C++, Java, etc.) : \_\_\_\_\_

Other specific library resources (e.g. reading list, reference items, special database)

### **Core Skills Assessment**

The goal of Coker College is to graduate students with the ability to think analytically and creatively, and to write and speak effectively. Students will be evaluated in this course as to their demonstrated ability in the areas that are indicated (**X**). These results are **not** used to determine grades, but will be used to help Coker College and the Psychology Department to improve programs and to assist students. For Psychology 345, the following core skills will be assessed:

#### **X\_\_ Analytical Thinking**

Effective analytical thinking is characterized by the ability to critically analyze crisis intervention situations, as applied to individual cases or counseling scenarios during course activities in Psychology 345.

Graduate Level:           3     (almost always)

Junior-Senior Level:    2     (frequently)

Fresh/Soph Level:       1     (some of the time)

Remedial Level: 0 (rarely)

### **X\_\_ Creative Thinking**

Effective creative thinking is characterized by the ability to creatively synthesize information in an innovative and original fashion, including the creation of any new work. Creative thinking skills will be necessary to complete role play scenarios in Psychology 345.

Graduate Level: 3 (almost always)

Junior-Senior Level: 2 (frequently)

Fresh/Soph Level: 1 (some of the time)

Remedial Level: 0 (rarely)

### **X\_\_ Effective Writing**

Effective writing is to organize one's thoughts creatively in a coherent, grammatically correct fashion using Standard English that relays understanding to readers. These standards apply to the written responses on quizzes and the annotated bibliographies in Psychology 341.

Graduate Level: 3 (almost always)

Junior-Senior Level: 2 (frequently)

Fresh/Soph Level: 1 (some of the time)

Remedial Level: 0 (rarely)

### **\_X\_ Effective Speaking**

Effective speaking is to convey orally one's thoughts in a coherent, grammatically correct fashion using Standard English that relays understanding to one's audience. This standard will be applied in any class discussions and role play in Psychology 345.

Graduate Level:	3	(almost always)
Junior-Senior Level:	2	(frequently)
Fresh/Soph Level:	1	(some of the time)
Remedial Level:	0	(rarely)