



HSR 350 Crisis Prevention and Intervention

15 Weeks On Ground

Semester:

Day(s):

Time(s):

Classroom:

Instructor:

Office Hours:

Email:

Insert Head Shot

Prerequisite/Co-requisites: None

Course Description

This course provides an introduction to crisis theories, principles, concepts, and practices as applied in a variety of human service environments. The range of cognitive, emotional, and behavioral responses of those experiencing crises will be examined. Students will explore various types of crises (e.g., developmental, crises of abuse, trauma, grief and loss) and identify inclusive and integrated crisis preparedness, response, and recovery activities. Students will also learn about the professional challenges associated with conducting crisis intervention work, including compassion, fatigue and stress management.



Course Goal

The overarching purpose of this course is to develop the skills necessary to successfully implement crisis preventions and interventions on micro, meso, and macro levels.



Required Text

The required text for this course is:

Kanel, K. (2018). *A guide to crisis intervention* (6th ed.). Boston, MA: Cengage Learning.

Student Learning Outcomes and Assessment Methods

Learning Outcomes	Assessment Methods
1. Discuss the history and foundations of crisis and prevention and intervention (S12.f).	Chapter review questions
2. Examine risk assessment, ethical and legal issues, and professional self-assessment relevant to a crisis situation (S17.d).	Chapter review questions Journal article critique
3. Analyze various models of crisis intervention, crisis planning, and service delivery available on local, state, and national levels (S12.d, S13.a).	Chapter review questions PSA crisis prevention project and presentation
4. Apply crisis intervention techniques to specific crisis situations (e.g., grief and loss, suicide and homicide, intimate partner violence, sexual assault and abuse, substance abuse, natural disasters) (S14.b)	Chapter review questions In-class role plays Journal article critique
5. Analyze the connection between the origin of crisis and resolution. (S19.a-e).	Chapter review questions
6. Create inclusive and integrated crisis preparedness, response, and recovery activities (S12.f, S19.d, f).	Chapter review questions In-class role play Journal article critique



Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

Class Discussions and Participation	10%
Chapter Review Questions (10 @ 4% each)	40%
Journal Article Critiques (4 @ 5% each)	20%
PSA Project and Presentation	30%
Total:	100%

Grading Key

93-100 = A	80-82 = B-	67-69 = D+
90-92 = A-	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	60-62 = D-
83-86 = B	70-72 = C-	Below 60 = F



Assessment Methods

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. Additional instructions and related scoring guides or rubrics are posted to Blackboard.

Blackboard



Class Discussions and Participation (10%): Class participation will be assessed using the following criteria: (a) timely completion of all assignments, journal article critiques, activities, and chapter review questions; (b) degree to which you demonstrate knowledge of the content of required readings as evidenced by your contributions to discussions and related assignments; (c) contributions made to the class through sharing of resources or offering supports to other learners, and (d) insightfulness of questions and comments during discussions to encourage analysis and critical thinking.



Journal Article Critiques (4 @ 5% each = 20%):

Follow the Journal Article Critique Directions and answer all 4 questions, then upload them to blackboard in a word document. Directions are posted in Blackboard. Journal critiques must be submitted before class.



Chapter Review Questions (40%):

Students will answer the chapter/s questions and upload them to Blackboard in a word document. Chapter questions must be submitted before class.



PSA Project and Presentation (30%):

With the approval of the professor, students will choose a crisis. Students will create a (PSA) Public Service Announcement using their choice of multi-media and prepare a 5 minute presentation and present their PSA to the class. Directions and examples are posted in Blackboard.

The Course Outline / Class Schedule contains due dates.

Course Outline / Class Schedule*

Week / Date	Topic(s) Covered	Readings/Assignments to be completed before class	In-Class Assignments/Activities
1	Course Introduction & Syllabus Introduction to Goodwin University Resources Goodwin Technology Intro to Email & Blackboard Intro to Discussion Boards & Rubric		View videos on the history of crisis intervention and prevention Class discussion Review uses of emails, Blackboard and the library
2	Chapter 1: An Overview of Crisis Intervention	Read Chapter 1 and answer the Chapter Review Questions Read the journal article: The Introduction of a task model for crisis intervention Answer the Journal Critique Questions	Entry Tweet Exit Ticket
3	Chapter 2: Ethical and Professional Issues	Read Chapter 2 and answer the Chapter Review Questions Read the journal article: Providing psychological intervention following traumatic events: Understanding and managing psychologists' own stress reactions Answer the Journal Critique Questions	Think Pair-Share Activity on Ethics
4	Chapter 3: The ABC Model of Crisis Intervention	Read Chapter 3 and answer the Chapter Review Questions	Collaborative Workgroup Activity: Applying the ABC Model to real life cases
5	Chapter 4: Intervening with Crises Related to Danger to Self, Others, or Being Gravely Disabled	Read Chapter 4 and answer the Chapter Review Questions	In-class role play
6	Indigenous Peoples Day	Read Chapters 5 and 6 Answer Chapters Review Questions	No formal class
7	Chapter 5: Developmental and Cultural Crises Chapter 6: Crises of Loss: Death, Relationship Breakups, and Economic Loss	Read the journal article: Suicide and homicide bereavement among African Americans: Implications for survivor research and practice. Answer the Journal Critique Questions	

Week / Date	Topic(s) Covered	Readings/Assignments to be completed before class	In-Class Assignments/Activities
8	No Formal Class	Read Chapters 7 & 8 Answer Chapters Review Questions	
9	Chapter 7: Community Disaster, Trauma, and Posttraumatic Stress Disorder Chapter 8: Crises Related to Military Service	Read journal article: Gun violence and the meaning of American schools Answer the Journal Critique Questions	
10	Veterans Day	Watch the Video: The Life and Death of Clay Hunt. Write a one page reflection paper on your thoughts and feelings after viewing the video, upload to Blackboard	No formal class
11	Chapter 9: Crises Related to Personal Trauma Chapter 10: Crises Related to Sexuality Multi-media and Public Service Announcements	Read Chapters 9 & 10 Answer the Chapter Review Questions Read the journal article: Intimate Partner Violence Exposure in Early Childhood: An Ecobiodevelopmental Perspective Answer the Journal Critique Questions Bring to class two resources related to your crisis topic for your PSA project.	 Group discussion on PSA topics and resources that are relevant to the topic
12	Chapter 11: Substance Use Related Disorders and Crises	Read Chapter 11 Answer the Chapter Review Questions	In-class activity on understanding enabling behavior
13	Chapter 12: Crises Related to Aging, Serious Physical Illness, and Disabilities	Read Chapter 12 Answer the Chapter Review Questions	Peer Reviews of the PSA project
14	Presentations	PSA Project Due	Students Presentations
15	Course Wrap Up		Review and Discussion of Course Self-Evaluations

****This syllabus is subject to change. Changes, if any, will be announced in class and on Blackboard. Be sure to check Blackboard and your Goodwin email regularly!***



Class Policies



Class Meetings: Class is scheduled to meet Mondays and will begin promptly at 11:00am. Be prepared for class with materials (e.g., pen, paper, laptop, textbook, assignments). Please refer to the course outline for schedule of meeting dates and holidays. Regular attendance and participation in class is expected. If you expect to be absent or late for a class meeting, email me **before** the beginning of class. If you need to leave class early, speak with me **before** the class session.



Blackboard: Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to **check Blackboard often** to stay up to date on announcements, new course materials, and other important information. **All assignments must be submitted on Blackboard.**



Late Assignments: Per department policy, all work is expected to be handed in on time. Any work submitted to the instructor after the due date will result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up exam, the format of the exam is at the discretion of the instructor.

Laptops and Tablets: Laptops and tablets may be used for taking notes.



Cell Phones: As a courtesy to your classmates and the instructor, please set cell phones to vibrate. If you must take or make a call, please step out of the classroom to do so.



Course Decorum: We will create a positive environment in the classroom. There is an expectation of respect and professionalism (i.e., demonstrate respect for instructors, peers, and self, participate in classroom activities, and follow course and University policies).



Snacks: You may bring snacks or beverages to class. If you need to stretch or use the restroom during class time, please feel free to do so when needed.



Communication and E-mail: Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please **check your Goodwin e-mail account regularly.**



APA Style: This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. APA Style Central is also available at <http://apastylecentral.apa.org/>, the course Blackboard shell, and through the Hoffman Family Library.

Expectations for Written Work: The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
 - ! Your full name
 - ! The date of submission

Goodwin University Policies and Services

This course adheres to all policies outlined in the Goodwin University catalog.

General academic policies of Goodwin University may be found on the University web site at and in the University catalog at

<http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin University website at

<http://www.goodwin.edu/student-services/> and <http://www.goodwin.edu/library/>.