

STRATEGIES OF CRISIS INTERVENTION
COUN - 4781/6781 Fall - 2008
Thursdays - 5:30 – 8:30 PM
Jeffrey Freiden, Ed.D.

CONTACT INFORMATION:

Email: Qwerty613@aol.com

You are required to have a university email account.

Phone: Department of Counseling, Educational Psychology, & Research (brief messages only): 678-2841

Mailbox: Room 101 across from the Counseling office **Office hours:** By appointment.

Website: www.wefixfamilies.com Click on “4781/6781 Crisis Class Information” button.

COURSE DESCRIPTION

The study of the theory and techniques involved in crisis intervention as applied to a variety of psychological trauma and settings. Some topics include PTSD, lethality (suicide / homicide), partner violence, grief, sexual assault/abuse, and school violence. Additionally we will cover client resources.

COURSE OBJECTIVES

- 1) To learn theories of crisis intervention, triage assessment, and the six-step model of crisis intervention.
- 2) To learn and use a variety of crisis intervention techniques within typical crisis situations.
- 3) To understand the potential to make matters worse.
- 4) To become familiar with community resources available to persons in crisis.

REQUIRED TEXT:

* *Crisis Intervention Strategies*. James, R.K. (2007). 6th Edition. Workbook not required.

* Bring a working audio recorder each week. (Check your batteries and recorder before class!).

ATTENDANCE/ TARDY POLICY

Outside of the university’s requirements, I do not take attendance. However, you need to note that you can only earn an “A” in this class by staying current with text readings and participating in class activities. This class has a large experiential component that students cannot make up. Therefore, prompt class attendance and remaining in class is required to master crisis intervention strategies. Absences or tardiness (excused or otherwise) will affect your final grade. I do not teach any class twice in a semester; therefore, I suggest that you develop a "buddy-system" to collect notes when you are absent or when you must leave early.

THE UNIVERSITY OF MEMPHIS STUDENTS WITH DISABILITIES POLICY

It is the policy of the University of Memphis to accommodate students with disabilities pursuant to federal and state law as well as The University of Memphis’ commitment to equal educational opportunities. Any student that needs accommodating should inform the instructor at the beginning of the course. Students are also encouraged to contact Student Disability Services, Wilder Tower, 678-2880.

ACADEMIC INTEGRITY AND STUDENT CONDUCT:

Expectations for academic integrity, plagiarism, and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs (<http://saweb.memphis.edu/judicialaffairs>). Read the sections about “Academic Dishonesty,” “Student Code of Conduct and Responsibilities,” and “Disruptive Behaviors.” Students are expected to conduct themselves accordingly. Violations earn you a zero.

CONFIDENTIALITY

Real life issues may be disclosed in class, therefore CONFIDENTIALITY IS MANDATORY. You will not, under any circumstances, disclose any information about others outside of class. Any student that discloses issues presented by a fellow classmate, outside of the classroom, WILL RECEIVE A FAILING GRADE. Respect for other's opinions must be maintained at all times. You may NOT discuss specific, personal information disclosed by any class member with anyone other than the instructor!

PERSONAL ISSUES

By its nature, crisis intervention can be disturbing. You will hear rough language, read controversial material, and become emotional as crisis situations are explored. We attempt to be realistic and that means doing and saying what people in crisis do. If coarse language or reading material is offensive to you, or if you have experienced a traumatic event within the last year, please speak directly to the instructor after the first class to consider whether this class is appropriate for you. Additionally, students, who feel uncomfortable as we delve into crisis scenarios, should discuss this with the instructor. **If at any time you become concerned regarding a personal situation or a classmate, contact the instructor immediately.**

CLASS PARTICIPATION

Points for participation are not given by merely being present in the room. **BE PREPARED TO PARTICIPATE** and contribute to the class discussion. **You need to place a name tent on your desk. Otherwise, you cannot receive participation points.** Participation does not mean discussion of "war stories" or personal anecdotes. While personal experiences may be appropriate for some discussions, it is in everyone's best interest if these stories are short and focus on the class discussion. Questions are always welcomed and all questions will be answered. What you learn in this class may save someone's life regardless of whether you will be entering a "helping profession" When you are presenting information to the class, consider that some information is sensitive and change the identity of the individual.

EXAMS

Your exam format will be a combination of essay, multiple-choice, and true or false questions. These exams are based on the text readings, information provided by the instructor, and class discussions. Exam format may be changed at the discretion of the instructor. Pop quizzes are always a possibility.

CLASS ASSIGNMENTS

- * An "A" in this class **is only possible** if you stay current with text readings, participate in class, and turn in assignments at or before their due date as they are described and listed in this syllabus.
- * **Written assignments:** The required font is 12 point Times New Roman. No other font is acceptable. You must double-space your text. All page margins must be one inch. Page numbers or other identifying information may appear in this one-inch space at the top or bottom of the page.
- * All papers must be turned in within the first 5 minutes of class. Otherwise, they will be considered late.
- * Every day that an assignment is late, there will be a 10% reduction in possible points awarded.
- * Any assignments over one (1) week late will not be accepted.

THE FOLLOWING ASSIGNMENTS ARE REQUIRED FOR THIS COURSE.

1) COMMUNITY RESOURCE FACT SHEET

Each student is responsible for contacting one agency that can serve the people of Memphis or Shelby County with some form of crisis intervention service. Agencies may include, but are not limited to, mental health centers, shelters, senior services, alcohol and drug treatment services, and debt counseling services. You will select your agency and receive instructor approval according to the syllabus schedule. Each student will provide a one-page fact sheet about the agency for each student and the instructor on the date listed in the syllabus. **DO NOT COPY AND PASTE INFORMATION** (*see Academic Integrity and Student Conduct*)

The one page (not ½ page) fact sheet should at a minimum, include the following information:

- * Name, address (if public knowledge), and phone numbers.
- * Web site, if applicable.
- * Hours of operation and best way to access services.
- * Population served.
- * Summary of types of services offered.
- * Fees (Note if there are sliding scales.)
- * Affiliations and funding (government, non-profit, United Way, churches, etc.)
- * Agency brochures or fact sheets are helpful but not required.

2) EXPERIENTIAL ROLE-PLAY AND REFLECTION PAPER.

(This paper is due the week immediately after your in-class role-play.)

Select a date for your role-play from the class schedule along with a classmate for your partner. Submit this information to the instructor for approval. During the semester, each of you will have the opportunity to practice active listening and responding skills in a variety of role-plays scenarios during class. For this assignment, students will take turns acting as a client and the crisis worker. I will give you a brief description of a crisis intervention scenario. When playing the role of the crisis worker, the student will exhibit the use of skills learned in this class and the text. Your effectiveness in displaying these skills will develop over the semester but you should "act" as if the role-plays are actual situations.

As listed in the syllabus, when your turn comes to role-play the crisis worker, bring an audio recorder to record your session (Check your batteries and recorder before class!) The recording will help you assess your skills and provide material for your reflection paper. **Please remember that the recording is not to be played or listened to by anyone other than you, the instructor, or the instructor's immediate faculty supervisor. It is not been made for entertainment purposes and confidentiality must be maintained (See Confidentiality above.)** Points will be awarded for your use of appropriate crisis skills as covered in class and in your assigned readings.

The week following your role-play, a four to six page reflection paper is due along with your completed Triage form and the audio recording of your role-play as a counselor (I do not return the recording or any of the submitted material). Your role-play is the basis of your reflection paper. Papers less than four complete page will automatically lose 50% the possible points for this assignment. The required font is 12 point Times New Roman. No other font is acceptable. You must double-space your text. All page margins must be one inch. Page numbers or other identifying information may appear in this one-inch space at the top or bottom of the page.

Points for your paper are awarded based on these four parts:

1. A triage assessment of the client in your paper. You should include your thought process describing how you arrived at your assessment conclusions (We will discuss this in class and it is in your text.)
2. Assessment of your crisis intervention skills during the role-play. What did you do? What worked? What did not work? What would you do differently? What were your strengths and weaknesses?
3. Reflect on your internal reactions during the role-play. Did you experience any surprising or unexpected emotions, thoughts, behaviors, reactions, etc.? What was your level of comfort with the situation? What were you hoping/wishing would happen during this scenario? How might you have reacted to the scenario if the roles were reversed and you were the client? This third component is not graded for content but you will lose points if it not included. Please disclose only what you feel comfortable with disclosing.
4. Grammar, spelling, and format.

To help ensure confidentiality, you must submit (a) your completed paper, (b) your completed Triage form, and (c) the audio recording of your role-play in a manila envelope the week following your role-play. Print your name and date of your role play presentation on the outside of the envelope.

GRADUATE STUDENTS REQUIREMENT (Extra Credit for Undergraduates)

In addition to the class requirements in this syllabus, **6781 Graduate students are required to complete at least one of these assignments as part of your regular course requirements!** Undergraduates may also complete one of the following two options for extra credit

1. Twenty (20) abstracts reviews that pertain to Crisis Intervention procedures, theories, or research. These articles must be no older than 2002, come from peer reviewed journals, and relate to the topics in text. Each article review should be a maximum of one page and written as this syllabus has earlier described for written assignments along with your name at the top of each page. Your review should include a summary of the article along with your reaction to it. **Attach a copy of the abstract.**

2. Volunteer a minimum of 40 hours at a facility that provides crisis intervention services. This facility must be approved by the instructor. At the end of the semester, you must submit documentation, signed by the facility (with a contact phone number), of your hours, what you did, and their review of your work.

You must declare your choice to the instructor by the third class meeting.

GRADES

Grading is on a point accrual basis. You are not "competing" against your classmates, but against the provided criterion.

<u>Course Objective</u>	<u>Possible Points</u>
Class Participation (5 points per class)	70
First Exam	100
Second Exam	100
Final Exam	100
Role- Play (Exhibiting appropriate use of strategies and the six - step model)	50
Role-Play Paper (Reflection Paper)	50
Community Resource fact sheet	50
Volunteer Experience /Abstracts <i>Graduate Requirement</i>	100
Total	620 Graduate
	520 Undergraduate

GRADING SCALE

Undergraduate: A = 90% (468) - B = 80 % (416) - C = 70% (364) - D = 60% (312) - F = Below 60%

Graduates: A = 90% (558) - B = 80 % (496) - C = 70% (434) – D = 60% (372) - F = Below 60%

NOTE:

1) I have multiple extra credit opportunities. I will discuss them in class. I have also listed some of these opportunities on my website at www.wefixfamilies.com.

Partial or incomplete extra credit work may result in no credit or a reduced score being awarded..

2) **This syllabus is subject to change and it is the responsibility of the student to keep updated on these changes. Should changes be required, announcements will be made in class. I will also post changes on my website at www.wefixfamilies.com on the Saturday following class. It is also recommended that you develop a "buddy-system" to ensure you are aware of any and all changes made during the course.**

3) At times, I will send class announcements via email. You **must** have a university email account. It is your responsibility to check your email on a daily basis and my website as described above for updates.

4) I cannot always remember your name. It is your responsibility to place a name tent (with your last name legibly written on it) on your desk. Otherwise, you might not receive your participation points. I cannot award them if I do not know who earned them.