I. INTRODUCTION

A. This course is a study of the principles and theories of assisting the individual in a crisis situation. Topics include coping skills to increase potential reinstatement of equilibrium to an individual's lifestyle and suicide prevention.

B. This course is required to meet the curriculum requirements for the Central Texas College Advanced Certificate and the Associate in Applied Science (AAS) Degree in Mental Health Services with a Chemical Dependency or At-Risk Youth specialization, and the AAS with a Social Work specialization.

C. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field. This course is considered RELATED by the Texas Commission on Alcohol and Drug Abuse (TCADA).

D. Alphanumeric coding used through the syllabus, learning outcomes and learning activities denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, Crisis Intervention, the student will:

A. Summarize principles of crisis intervention. (F1-2,5-17; C1,3-7,9-14)
B. Summarize theories of crisis intervention. (F1-2,5-17; C1,3-7,9-14)
C. Utilize crisis intervention skills in a practice environment. (F1-2,5-17; C1,3-7,9-14)

Program Threads and SCANS Competencies

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.
Program Threads: Communication
Legal and Ethical Practices
Effective Helping
Diversity
Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary's Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed to encourage a high-performance economy characterized by high-skills, high-wage employment. Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources**: identifies, organizes, plans, and allocates resources (C1-C4).
- **Information**: acquires and uses information (C5-C8).
- **Interpersonal**: works with others (C9-C14).
- **Systems**: understands complex interrelationships (C15-C17).
- **Technology**: works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills**: reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills**: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities**: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

III. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

B. Other Instructional Materials: as directed by the instructor.
IV. COURSE REQUIREMENTS

A. Reading Assignment: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan and course Learning Guide.

B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers: Assigned written work is detailed in the Course Outline, on the Daily Plan and in the course Learning Guide. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor.

C. Class Performance: Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D. Class Participation: Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.

V. EXAMINATIONS

A. There will be a minimum of three major examinations. Examinations will be essay, multiple choice, true/false, or short answer.

B. A student must be present for all examinations. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam date. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor individually as soon as possible.

VI. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Discussions</td>
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<tr>
<td>Assignments</td>
<td>400</td>
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<td>Exam 1</td>
<td>150</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
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<td>Extra Credit</td>
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<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
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A student must take the final examination to receive a grade for the course.

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
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<tr>
<td>80-89.9</td>
<td>B</td>
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<tr>
<td>70-79.9</td>
<td>C</td>
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<td>60-69.9</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student's responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- 10-week session: Friday of the 8th week
- 8-week session: Friday of the 6th week
- 5-week session: Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of a W provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of F or FN for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.
C. **Incomplete Grade:** The College catalog states, an incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . . Prior approval from the instructor is required before the grade of I for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an F for the course.

D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. **Americans With Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

G. ** Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. ** Discrimination Policy:** Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.

VIII. **COURSE OUTLINE**

A. **Module 1: Principles and Theories of Crisis and Crisis Intervention**

1. **Learning Outcomes:** Upon successful completion of this module, the student will:
   - Compare and contrast various definitions of crisis and summarize them into one definition. (F1.2.5-17) (C1,5-18)
   - Identify the characteristics of crisis. (F1.2.5-17) (C1,5-18)
   - Give an example of each of the following domains of crisis: developmental, situational and existential and environmental. (F1.2.5-17) (C1,5-18)
Identify what determines whether or not a crisis will develop into a disease or chronic/long term state. (F1.2.5-17) (C1,5-18)

Define and then differentiate a transcrisis state from Post Traumatic Stress Disorder (PTSD). (F1.2.5-17) (C1,5-18)

Categorize the work of the following theorists as it related to crises: Lindemann, Caplan, Butz, Janosik, Gleick, Bronfenbrenner. (F1.2.5-17) (C1,5-18)

Summarize the theories as they relate to crisis theory: basis crisis theory, expanded crisis theory, psychoanalytic, systems, adaptational, interpersonal, chaos, ecosystemic. (F1.2.5-17) (C1,5-18)

Discuss the impact of electronic and other media. (F1.2.5-17) (C1,5-18)

Identify the principles of the following models of crisis intervention: Equilibrium, Cognitive, Psychosocial. (F1.2.5-17) (C1,5-18)

Identify the major tasks of an eclectic crisis intervention theory. (F1.2.5-17) (C1,5-18)

Examine the characteristics of effective crisis workers. (F1.2.5-17) (C1,5-18)

Explore the components needed to be an effective multicultural crisis worker. (F1.2.5-17) (C1,5-18)

Discuss culturally biased assumptions. (F1.2.5-17) (C1,5-18)

Discuss individualist/collectivist – High/Low Context continuum. (F1.2.5-17) (C1,5-18)

Identify necessary skills or credentials for crisis work. (F1.2.5-17) (C1,5-18)

Apply primary, secondary and tertiary prevention strategies to crisis work. (F1.2.5-17) (C1,5-18)

Identify components of the crisis intervention team (CIT) program. (F1.2.5-17) (C1,5-18)

Identify the emergent trends that encompass ecological and cultural environments. (F1.2.5-17) (C1,5-18)

Differentiate how microsystem, mesosystem, macrosystem, exosystem, and chronosystem impact the crisis worker and the individuals and groups with whom they work. (F1.2.5-17) (C1,5-18)

2. Learning Activities
   a. **Read:** Chapters 1, 2, and 17 (F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Test Your Knowledge:** Use the resources at the textbook website to review the vocabulary and take the non-graded multiple choice quiz.
   c. **Module Assignments:** (F1,2,5-17; C1,3-20) Choose one of the following:
   - Select and then research one of the resources discussed in Chapter 1, 2, and 17 of the text Crisis Intervention Strategies. Cite the source correctly using APA format. Summarize, in no more than 1 page the particulars about that resource and the benefit that resource will have to you in the field you are pursuing.
• Conduct a search for and select one resource about an organization that provides crisis intervention. Cite the source correctly using APA format. Summarize, in no more than 1 page, the particulars about that resource and the benefit that resource will have to you in the field you are pursuing.

d. **Discussion Assignments:** (F1-2, 5-17; C1, 3-20). Please respond to the following:

1. Discuss one way in which you can apply one of the Learning Objectives in this lesson to your specialization: Chemical Dependency, At-Risk Youth or Social Work.
2. Conduct a search for a newspaper, Internet or Magazine article/story about a community's, an individuals or an organization's response to a crisis. Post the highlights of the article for discussion of how the crisis intervention principles of Caplan, Lindemann or Bronfenbrenner were, or were not, implemented.
3. Please be sure to respond to your classmates’ answers.

### B. Module 2: Basic Crisis Intervention and Assessment Skills

1. **Learning Outcomes:** Upon successful completion of this module, the student will:
   - Differentiate between crisis intervention and long-term counseling and psychotherapy. (F1,2.5-17) (C1,5-18)
   - Identify the major differences between crisis intervention and long-term counseling/psychotherapy in the following areas: principles, objectives, client functioning and assessment. (F1,2.5-17) (C1,5-18)
   - State the rationale for and summarize appropriate crisis line/telephone counseling strategies. (F1,2.5-17) (C1,5-18)
   - Describe the typical personality disorders of regular crisis line callers, their outward behavior, the dynamics and strategies for counseling them: paranoid, schizoid, schizotypal, antisocial, narcissistic, histrionic, obsessive-compulsive, manic depressive, dependent, self-defeating, avoidant, passive-aggressive, borderline. (F1,2.5-17) (C1,5-18)
   - Describe the severely disturbed, delusional or hallucinatory crisis line caller, their outward behavior, the dynamics and strategies for counseling them. (F1,2.5-17) (C1,5-18)
   - List the primary axioms about behavior that crisis workers must always apply to any crisis line caller's behavior. (F1,2.5-17) (C1,5-18)
   - Describe other problem crisis line callers and identify strategies for counseling, understanding and coping with them. (F1,2.5-17) (C1,5-18)
   - Identify the types of presenting crises that are generally seen at walk-in facilities. (F1,2.5-17) (C1,5-18)
   - Examine how the types of presenting crises that are generally seen at walk-in facilities are handled: chronic mental illness, social environment

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interpersonal problems, developmental/ intrapersonal problems or a combination of the first three. (F1,2,5-17) (C1,5-18)

- Discuss the counseling of difficult, manipulative, or borderline clients by identifying appropriate ground rules and guidelines. (F1,2,5-17) (C1,5-18)
- Discuss the principles involved in confidentiality as they relate to crisis intervention and telephone counseling: legal, ethical and moral. (F1,2,5-17) (C1,5-18)
- Identify the appropriate response to clients in long-term therapy who are in transcrisis and experience: anxiety reaction, regression, problems in termination, crisis in therapy sessions, psychotic breaks. (F1,2,5-17) (C1,5-18)
- Discuss the duty to warn principle as it applies to crisis intervention.
- Identify the elements of verbal identification and prevention of aggressive or escalating behavior. (F1,2,5-17) (C1,5-18)
- Identify the elements of different types of prevention and management of aggressive behavior that includes both verbal and physical interventions, to include but not limited to: Crisis Prevention Interventions (CPI), Handle with Care, Prevention and Management of Aggressive Behavior (PMAB). (F1,2,5-17) (C1,5-18)
- Discuss the ethical and legal behavior expected, and ramifications of intervening, when using prevention and management of aggressive behavior techniques. (F1,2,5-17) (C1,5-18)

2. **Learning Activities:**
   a. **Read:** Chapter 3 and 4 ((F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Test Your Knowledge:** Use the resources at the textbook website to review the vocabulary and take the non-graded multiple choice quiz.
   c. **Module Assignment:** (F1,2,5-17; C1,3-20)
      1. Please complete a Triage Assessment on Tom.
      2. Identify one action strategy that provides client support.
         - Define the problem.
         - Identify one alternative.
         - Identify one planning action step.
         - Identify one client coping strength.
         - Identify one referral/ network resource.
         - Identify one commitment that you would initiate a client contract in order to facilitate the client following through with the action plan. State the contract that you would propose with the client.
   d. **Discussion Assignment:** (F1,2,5-17; C1,3-20)
      Please respond to the following:
      1. Discuss one way in which you can apply one of the Learning Objectives in this lesson to your specialization: Chemical Dependency, At-Risk Youth or Social Work.
2. Discuss the application of the duty to warn principle as it applies to your specialization: Chemical Dependency Counseling, At-Risk Youth, Social Work.
C. **Module 3: Assessment and Intervention in a Crisis**

1. **Learning Outcomes:** Upon successful completion of this module, the student will:

   - Differentiate between crisis intervention and long-term counseling and psychotherapy. (F1,2,5-17) (C1,5-18)

   - Identify the major differences between crisis intervention and long-term counseling/psychotherapy in the following areas: principles, objectives, client functioning and assessment. (F1,2,5-17) (C1,5-18)

   - State the rationale for and summarize appropriate crisis line/telephone counseling strategies. (F1,2,5-17) (C1,5-18)

   - Describe the typical personality disorders of regular crisis line callers, their outward behavior, the dynamics and strategies for counseling them: paranoid, schizoid, schizotypal, antisocial, narcissistic, histrionic, obsessive-compulsive, manic depressive, dependent, self-defeating, avoidant, passive-aggressive, borderline. (F1,2,5-17) (C1,5-18)

   - Describe the severely disturbed, delusional or hallucinatory crisis line caller, their outward behavior, the dynamics and strategies for counseling them. (F1,2,5-17) (C1,5-18)

   - List the primary axioms about behavior that crisis workers must always apply to any crisis line caller's behavior. (F1,2,5-17) (C1,5-18)

   - Describe other problem crisis line callers and identify strategies for counseling, understanding and coping with them. (F1,2,5-17) (C1,5-18)

   - Identify the types of presenting crises that are generally seen at walk-in facilities. (F1,2,5-17) (C1,5-18)

   - Examine how the types of presenting crises that are generally seen at walk-in facilities are handled: chronic mental illness, social environment interpersonal problems, developmental/ intrapersonal problems or a combination of the first three. (F1,2,5-17) (C1,5-18)

   - Discuss the counseling of difficult, manipulative, or borderline clients by identifying appropriate ground rules and guidelines. (F1,2,5-17) (C1,5-18)

   - Discuss the principles involved in confidentiality as they relate to crisis intervention and telephone counseling: legal, ethical and moral. (F1,2,5-17) (C1,5-18)

   - Identify the appropriate response to clients in long-term therapy who are in transcrisis and experience: anxiety reaction, regression, problems in termination, crisis in therapy sessions, psychotic breaks. (F1,2,5-17) (C1,5-18)

   - Discuss the duty to warn principle as it applies to crisis intervention. (F1,2,5-17) (C1,5-18)

   - Identify the elements of verbal identification and prevention of aggressive or escalating behavior. (F1,2,5-17) (C1,5-18)

   - Identify the elements of different types of prevention and management of aggressive behavior that includes both verbal and physical interventions,
to include but not limited to: Crisis Prevention Interventions (CPI), Handle with Care, Prevention and Management of Aggressive Behavior (PMAB).

- Discuss the ethical and legal behavior expected, and ramifications of intervening, when using prevention and management of aggressive behavior techniques. (F1,2,5-17) (C1,5-18)

2. **Learning Activities:**
   a. **Read:** Chapter 5 and 6 (F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Test Your Knowledge:** Use the resources at the textbook website to review the vocabulary and take the non-graded multiple choice quiz.
   c. **Module Assignment:** (F1,2,5-17; C1,3-20)
      Select and submit a Crisis Scenario/Case Study specific to one of type callers or walk-in clients discussed in Chapter 5, complete the Triage Assessment form.
      - Identify one action strategy that provides client support.
      - Define the problem.
      - Identify one alternative.
      - Identify one planning action step.
      - Identify one client coping strength.
      - Identify one referral/ network resource.
      - Identify one commitment that you would initiate a client contract on in order to facilitate the client following through with the action plan. State the contract that you would propose with the client.
   d. **Discussion Assignment:** Please respond to the following:
      Discuss one way in which you can apply one of the Learning Objectives in this lesson to your specialization: Chemical Dependency, At-Risk Youth or Social Work.

D. **Module 4: Intervening in the Crises of Suicide, Personal Loss and Bereavement and PTSD**

1. **Learning Outcomes:** Upon successful completion of this module, the student will:
   - Identify crises of lethality. (F1,2,5-17) (C1,5-18)
   - Discuss the necessary skills to assess, intervene with and prevent lethal behavior. (F1,2,5-17) (C1,5-18)
   - Define the scope of and the dynamics of suicide as a crisis. (F1,2,5-17) (C1,5-18)
   - Compare and contrast suicide and euthanasia. (F1,2,5-17) (C1,5-18)
   - Discuss Shneidmans' common characteristics present in a suicidal individual, and the six aspects of suicide. (F1,2,5-17) (C1,5-18)
   - Identify commonalities between suicide and homicide. (F1,2,5-17) (C1,5-18)
   - Discuss the myths about suicide. (F1,2,5-17) (C1,5-18)
• Apply the 3 areas of warning signs when dealing with suicidal/ homicidal clients: risk factors, clues and cries for help. (F1,2,5-17) (C1,5-18)
• Utilize the Triage Assessment Form to address lethality. (F1,2,5-17) (C1,5-18)
• Discuss developmental crisis counseling strategies when responding to adults in crisis who cry for help. (F1,2,5-17) (C1,5-18)
• Discuss the attitudinal and behavioral guidelines for crisis workers who are involved in suicide/homicide work with adults, and older adults. (F1,2,5-17) (C1,5-18)
• Discuss elements and methods of suicide prevention. (F1,2,5-17) (C1,5-18)
• Discuss psychological autopsy as a post-vention technique. (F1,2,5-17) (C1,5-18)
• Identify how crisis workers can cope when crisis intervention fails. (F1,2,5-17) (C1,5-18)
• Discuss the cultural dynamics and sociocultural mores of bereavement. (F1,2,5-17) (C1,5-18)
• Compare and contrast the following conceptual approaches and models of bereavement: Kubler-Ross, Schneider, Dutro. (F1,2,5-17) (C1,5-18)
• Identify types of loss. (F1,2,5-17) (C1,5-18)
• Detail clues for identifying grief reaction and intervention strategies. (F1,2,5-17) (C1,5-18)
• Identify the characteristics and/or stages of these types of grief: survivor; crisis worker's grief; following a suicide, death of a child; in childhood, adolescence, separation and divorce; death of a pet; in the elderly; loss related to HIV/AIDS. (F1,2,5-17) (C1,5-18)
• Define PTSD, discuss its dynamics and symptoms, and address the idea that many crises may be rooted in PTSD. (F1,2,5-17) (C1,5-18)
• Identify the incidence, impact and importance of the type of trauma in PTSD. (F1,2,5-17) (C1,5-18)
• Compare and contrast PTSD assessment and treatment individually, in groups and with eye movement desensitization and reprocessing (EMDR) for adults and children. (F1,2,5-17) (C1,5-18)
• Detail the importance of effective treatment for children with PTSD. (F1,2,5-17) (C1,5-18)

2. **Learning Activities:**
   a. **Read:** Chapters 7, 8, and 12 in the textbook. ((F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Test Your Knowledge:** Use the resources at the textbook website to review the vocabulary and take the non-graded multiple choice quiz.
   c. **Module 4 Assignment:** (F1,2,5-17; C1,3-20) Complete Traumagram Lab Assignment

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d. **Discussion Assignment:** (F1,2,5-17; C1,3-20)

Please answer the following questions:

1. Discuss one way in which you can apply one of the Learning Objectives in this lesson to your specialization: Chemical Dependency, At-Risk Youth or Social Work.

2. Conduct an internet search for the following for suicide prevention: chat room, support groups, links, and national toll free crisis intervention phone numbers. Find and submit to Discussion Board one personal story. Summarize it and state your personal reaction to what you read.

E. **Module 5: Intervening in the Crisis of Addiction**

1. **Learning Outcomes:** Upon successful completion of this module, the student will:
   - Discuss the sociocultural determinants of substance abuse. (F1,2,5-17) (C1,5-18)
   - Discuss alcohol and its effects as the number one substance of abuse. (F1,2,5-17) (C1,5-18)
   - Summarize the major models of addiction. (F1,2,5-17) (C1,5-18)
   - Identify the points of controversy that segregates the disease-genetic-biological model from all other modes of addiction. (F1,2,5-17) (C1,5-18)
   - Differentiate between the commonly used terms that describe chemical dependency. (F1,2,5-17) (C1,5-18)
   - Discuss the dynamics of addiction, intervention, detoxification, and treatment. (F1,2,5-17) (C1,5-18)
   - Examine how appropriate treatment is matched to the client. (F1,2,5-17) (C1,5-18)
   - Identify intervention and assessment tools. (F1,2,5-17) (C1,5-18)
   - Discuss the crisis points in chemical dependency treatment. (F1,2,5-17) (C1,5-18)
   - Compare and contrast treatment approaches. (F1,2,5-17) (C1,5-18)

2. **Learning Activities:**
   a. **Read:** Chapter 11 in the textbook. ((F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Test Your Knowledge:** Use the resources at the textbook website to review the vocabulary and take the non-graded multiple choice quiz.
   c. **Module Assignment:** Please complete both parts in order to earn full credit. (F1,2,5-17; C1,3-20)
      1. The first scenario is valued at 25 points
      2. The presentation is valued at 25 points
   d. **Discussion Assignment** (F1,2,5-17; C1,3-20): Please respond to the following: Discuss one way in which you can apply one of the Learning
Objectives in this lesson to your specialization: Chemical Dependency, At-Risk Youth or Social Work.

F. Module 6: Intervening in Crises in Schools and the Workplace

1. **Learning Outcomes:** Upon successful completion of this module, the student will:
   - Summarize examples of violence and lethality in schools and successful and unsuccessful prevention and intervention responses and programs. Minimally, include: gang violence, the estranged violent student and the suicidal student. (F1,2,5-17) (C1,5-18)
   - Identify and describe types of gangs and problems that human services workers in school are likely to encounter. (F1,2,5-17) (C1,5-18)
   - Discuss gang intervention and prevention programs and which approach is the most beneficial. Compare traits and characteristics of the Serious Violent Juvenile Offender (SVJO) and the Estranged Violent Juvenile Offender (EVJO).
   - Identify myths of child suicide. (F1,2,5-17) (C1,5-18)
   - Discuss case examples and correct interventions for cases of suicidal ideation. (F1,2,5-17) (C1,5-18)
   - Discuss the legal and ethical issues of potentially violent behavior, how to plan for a crisis, how to implement the crisis plan and how to deal with bereavement and transcrisis intervention. (F1,2,5-17) (C1,5-18)
   - Examine the following issues regarding violent behavior in institutions: types, precipitating factors, institutional and staff culpability, legal liability, intervention strategies and stages and precautions to take. (F1,2,5-17) (C1,5-18)
   - Delineate the possible causes of and appropriate response to the violent geriatric client. (F1,2,5-17) (C1,5-18)
   - Outline helpful follow-up with staff who are victims of violence. (F1,2,5-17) (C1,5-18)
   - Examine crisis intervention as the core of hostage negotiations(F1,2,5-17) (C1,5-18)
   - Analyze the dynamics of hostage taking, the types of hostage takers, the stages and dynamics of a hostage situation, intervention strategies, how the crisis worker serves as a consultant and what interventions are required after release. (F1,2,5-17) (C1,5-18)

2. **Learning Activities:**
   a. **Read:** Chapters 13, 14, and 15. (F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Test Your Knowledge:** Use the resources at the textbook website to review the vocabulary and take the non-graded multiple choice quiz.
   c. **Module Assignments:** (F1,2,5-17; C1,3-20) Complete assignments A and B.
1. **Assignment A:** Complete the ‘Gun Violence’ Written Assignment, located under Module 6.

2. **Assignment B:** Conduct a search for a newspaper, Internet or Magazine story about an incident of school or workplace violence, or a hostage situation. Cite the source correctly using APA format, summarize the crisis and the response by the media, a community, or that school or workplace to the violence. State how many days you could find continued reference to the violent act, whether the focus was on the victims, the perpetrator, or the response. Then state your reaction to the information you gathered, and make at least 3 suggestions for change that you would like to have seen happen.

d. **Discussion Assignment:** Please respond to the following:
1. Discuss one way in which you can apply one of the Learning Objectives in this lesson to your specialization: Chemical Dependency, At-Risk Youth or Social Work.
2. Conduct an internet search for or about a crisis that occurs in school.
3. Select one account of an incident of school violence, post it for discussion.
4. Apply the six-step crisis intervention/prevention model to "interview" the potential SVJO or EVJO. (If you cannot find one, use one in the text book.)
5. Discuss why the first three steps are critical in preventing the EVJO from committing a violent act.
6. Discuss intervention for the SVJO.

G. **Module 7: Intervening in Sexual Assault and Partner Violence Crises**

1. **Learning Outcomes:** Upon successful completion of this module, the student will:
   - Discuss the scope of the problem of rape, sexual abuse and assault and partner violence. (F1,2,5-17) (C1,5-18)
   - Consider the application of fundamental assumptions regarding rape and sexual abuse to the basic concepts and interventions surrounding rape and sexual abuse. (F1,2,5-17) (C1,5-18)
   - Identify the dynamics of and myths about rape and date rape. (F1,2,5-17) (C1,5-18)
   - Examine the long-term consequences of sexual abuse of children. (F1,2,5-17) (C1,5-18)
   - Evaluate actions society might take to improve the criminal justice system's response to child sexual abuse. (F1,2,5-17) (C1,5-18)
   - Discuss the phases and behavior of the sexual abuser of children. (F1,2,5-17) (C1,5-18)
   - Apply the dynamics of sexual abuse in a family and the intergenerational transmission of sexual abuse. (F1,2,5-17) (C1,5-18)
• Discuss the concept of memories of childhood sexual abuse. (F1,2,5-17) (C1,5-18)
• Categorize prevention, intervention and aftermath strategies with children, rape and battery victims, to include preparing one for testimony, preventing re-victimization, treatment for the offenders and support for the survivors. (F1,2,5-17) (C1,5-18)
• Discuss the ethical and legal ramifications of intervention for the counselor, to include boundary issues. (F1,2,5-17) (C1,5-18)
• Identify approaches to partner violence. (F1,2,5-17) (C1,5-18)
• Discuss the dynamics of partner violence, to include the psychosocial and cultural dynamics, stressors and myths. (F1,2,5-17) (C1,5-18)
• Outline the profile of the batterer, the cycle of violence and the realities facing abused women that make leaving the battering relationship difficult. (F1,2,5-17) (C1,5-18)
• Detail intervention strategies in domestic violence. (F1,2,5-17) (C1,5-18)
• Describe the counseling and intervention work done at shelters for domestic violence victims. (F1,2,5-17) (C1,5-18)
• Identify critical issues and programs in intervening with: children of the one who is victim to domestic violence, those involved in courtship violence, those involved in gay and lesbian violence and the batterer. (F1,2,5-17) (C1,5-18)
• Outline the advice given for one who is in an abusive relationship. (F1,2,5-17) (C1,5-18)

2. Learning Activities:
a. Read: Chapters 9 and 10 in the textbook. ((F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
b. Test Your Knowledge: Use the resources at the textbook website to review the vocabulary and take the non-graded multiple choice quiz.
c. Module Assignments: (F1,2,5-17; C1,3-20). Complete the ‘Sexual Assault’ Written Assignment, located under Module 7.
d. Discussion Assignment: Please answer the following questions:
   1. Discuss one way in which you can apply one of the Learning Objectives in this lesson to your specialization: Chemical Dependency, At-Risk Youth or Social Work.
   2. Research and post on discussion board the results of your search for the services offered by the National Domestic Violence Hotline. State the toll free number, and the one for the hearing impaired. Identify the number of different languages that are translated, links it provides, and states it serves

H. Module 8: Ethical and Professional Issues

1. Learning Outcomes: Upon successful completion of this module, the student will:
• Discuss how burnout develops and is exhibited in counselors. (F1,2,5-17) (C1,5-18)
• Identify the research dynamics, the myths, symptoms, levels and stages of burnout. (F1,2,5-17) (C1,5-18)
• Examine the issues of counter-transference, vicarious traumatization and compassion fatigue as it relates to crises in the human services workplace. (F1,2,5-17) (C1,5-18)
• Identify intervention strategies for the burned-out human services worker. (F1,2,5-17) (C1,5-18)
• Correctly state and identify problems, short and long term goals and intervention strategies, orally and in writing. (F1,2,5-17) (C1,5-18)
• Describe the Who Told You? technique and identify how it is a combination of Adlerian, rational-emotive behavior and Gestalt counseling. (F1,2,5-17) (C1,5-18)
• Discuss the evolution of crisis intervention as a sub-specialty clinical practice area and the emerging trends in crisis intervention. (F1,2,5-17) (C1,5-18)
• Discuss crisis intervention in the real world. (F1,2,5-17) (C1,5-18)
• Clarify the role of psychiatric emergency services. (F1,2,5-17) (C1,5-18)
• Identify managed care as a concept in crisis intervention work. (F1,2,5-17) (C1,5-18)
• Detail the importance of and how the crisis worker is debriefed. (F1,2,5-17) (C1,5-18)
• Discuss the impact of electronic outreach services and the work of crisis intervention. (F1,2,5-17) (C1,5-18)
• Identify how a crisis intervention team (CIT) or program entities are trained, and coordinate and work with each other. (F1,2,5-17) (C1,5-18)
• Clarify the importance of multi-disciplinary thinking and resources as communities develop pro-active preventive crisis intervention services for the future. (F1,2,5-17) (C1,5-18)
• Apply the emergent trends that encompass ecological and cultural environments to various crisis situations. (F1,2,5-17) (C1,5-18)
• Differentiate how microsystem, mesosystem, macrosystem, exosystem, and chronosystem impact the crisis worker and the individuals and groups with whom they work. (F1,2,5-17) (C1,5-18)

2. **Learning Activities:**
   a. **Read:** Chapter 16 and 17 in the textbook. ((F1-2, 9-13, 16; C1, 3, 5-8, 15, 18)
   b. **Test Your Knowledge:** Use the resources at the textbook website to review the vocabulary and take the non-graded multiple choice quiz.
   c. **Module Assignments:** (F1,2,5-17; C1,3-20).
      Complete Assignments A, B, & C.
1. **Assignment A:** Conduct a search for other assessment instruments to identify if burnout is present, or likely to occur. Then do the following:
   - Administer the tool you select to yourself, and submit a completed copy.
   - Identify 3 priority problems the tool identified that you have
   - Identify a short term goal for each of the 3 problems.
   - Identify an intervention strategy for each if the 3 goals.

2. **Assignment B:**
   - Research and identify the major counseling techniques of Adlerian, rational-emotive behavior OR Gestalt counseling. Identify your source correctly using APA format.
   - Compare and contrast the techniques of the counseling approach you chose to the "Who Told You" technique in terms of how that technique can be used to confront "shoulds, oughts, and musts" that propagandize clients into believing that they need to continue unproductive and debilitating ways of thinking and behaving.

3. **Assignment C:** Complete the ‘Case Study’ Lab Assignment, located under Module 8. Complete a Triage Assessment form utilizing that scenario, do the following:
   - Identify one action strategy that provides client support.
   - Define the problem.
   - Identify one alternative.
   - Identify one planning action step.
   - Identify one client coping strength.
   - Identify one referral/ network resource.
   - Identify one commitment that you would initiate a client contract on in order to facilitate the client following through with the action plan.
   - State the contract that you would propose with the client.

   **d. Discussion Assignment:** Please respond to the following:
   1. Discuss one way in which you can apply one of the Learning Objectives in this lesson to your specialization: Chemical Dependency, At-Risk Youth or Social Work.
   2. Create a role play scenario in which a crisis worker is working with a burned-out human services worker utilizing the "Who Told You?" technique. Discuss how the crisis worker and the burned-out human services worker felt based on the discussions posted on the board.