

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

PSYC 315 – CRISIS INTERVENTION

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
SPRING 2020**

- A. **TITLE:** Crisis Intervention
- B. **COURSE NUMBER:** PSYC 315
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** No
- F. **SEMESTER(S) OFFERED:** Spring

G. COURSE DESCRIPTION:

In this course students are introduced to the most common types of crisis events arising in settings such the hospital emergency room, community mental health center, community hotline, correctional facilities, and police services. It provides knowledge of the major assessment methods and models of intervention appropriate to the setting. There is also an emphasis on special groups including the development and treatment of crises with children and adolescents, college students, Native Americans, victims of violence, victims of disaster or terrorism, and vicarious trauma experienced by care-givers. Students will learn through case studies, readings, group activities and role-play experiences.

H. PRE-REQUISITES/CO-REQUISITES:

Pre-requisites: PSYC 101

Co-requisites: None

I. STUDENT LEARNING OUTCOMES (see key below):

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

By the end of this course, the student will be able to:

Course Student Learning Outcome [SLO]	Program Student Learning Outcome [PSLO]	GER [If Applicable]	ISLO & Subsets
a. Describe the nature of crises; the common structure and the specific variations according to setting and cause.	Knowledge of Psychology, Human Services.		5
b. Identify the characteristics of unique groups who are vulnerable to crises.	Communication		1 [W,O]
c. Understand the process of assessment of individual and group needs.	Ethical and Social Responsibility in a Diverse World		4 [IK]
d. Discuss the main models of crisis intervention.	Scientific Inquiry and Critical Thinking		2 [IA]
e. Apply the basic module of crisis intervention.	Professional Development		5

J. APPLIED LEARNING COMPONENT: No

K. TEXTS (Suggested):

Kanel, Kristi (2019) *A guide to crisis intervention*. 6th Ed. Brooks/Cole, Belmont CA.

L. REFERENCES:

Aguilera, Donna A (1998) *Crisis intervention: Theory and methodology*. 8th Ed., Mosby-Year Book Inc. St. Louis, Missouri.

Greenstone, James L. & Leviton, Sharon C. (2011) *Elements of crisis intervention: Crises and how to respond to them*. 3rd Ed. Brooks/Cole: Belmont, CA.

James, Richard K. & Gilliland, Burl E. (2001) 4th Ed. *Crisis intervention strategies*. Wadsworth/Thomson Learning, Belmont: CA.

Roberts A.R. ed. (2005) *Crisis intervention handbook: Assessment, Treatment, and Research* 3rd edition. Oxford University Press, NY, NY.

M. EQUIPMENT: Computer, projection system, Blackboard Learning Management System

N. GRADING METHOD: A - F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

- Exams
- Video Presentations

- Written Assignments
- Quizzes
- Projects
- Discussion Boards

P. DETAILED COURSE OUTLINE:

- I. Introduction
 - A. What is a Crisis?
 - a. Define factors that make up a crisis state
 - b. What is a precipitating event?
 - c. How does a person's perception of the event relate to the experience of crises
 - d. How does a crisis evolve to lead to decline of functioning and failure of usual coping strategies
 - e. Review Caplan's model of effective coping
 - B. The History of Crisis Intervention
 - a. Wellesley Project
 - b. Development of treatment model specifically for CI by Caplan and Lindemann
 - c. Development of CI treatment services from 1940 to present
 - d. Contribution of theoretical models and how they fit into the ABC model of CI

- II. Ethical and Professional Issues
 - A. Fundamental Reasons for Ethics in the Field of CI
 - B. Essential Ethical Guidelines
 - a. Dual relationship
 - b. Confidentiality
 - c. Need for Supervision and Training
 - d. Countertransference
 - e. Paraprofessionals
 - C. Scope of Practice
 - D. Burnout

- III. The ABC Model of Crisis Intervention: Theory & Practice
 - a. Each dimension of the model considered in detail
 - b. How to identify the nature of the crisis
 - c. Identifying the precipitating events
 - B. Exploring cognitions
 - C. Assess subjective distress and impairments in functioning
 - D. Assess for ethical concerns
 - E. Interventions
 - a. Listening skills
 - b. Educational comments
 - c. Empowerment Strategies
 - d. Reframes
 - e. Support/validation
 - f. Exploring coping ideas and strategies
 - g. How to terminate a session

- IV. Crises Presenting a Danger to Oneself
 - A. Learning about suicide
 - a. What leads to suicide

- b. What are the risk factors and signs
 - c. How to conduct a suicide risk assessment
 - B. Other forms of risk of harm to oneself
 - a. What is self-mutilation
 - b. What are the causes of self-mutilation
 - c. Understand when psychosis forms a risk to oneself or others
 - d. The risks posed by delirium and dementia
 - e. Review the Mental Status Exam

- V. Cultural Sensitivity in Crisis Intervention
 - A. A model for learning how to become culturally sensitive
 - B. Special populations to consider
 - a. Latinos
 - b. African-Americans
 - c. Asian-Americans
 - d. Native Americans
 - e. Gay, Lesbian and Transgendered

- VI. Developmental Crises
 - A. Overview of Erickson's stages of development and implications for crises
 - B. Overview of Minuchin's evolutionary model of family development and implications for crises
 - C. Specific crises of adolescents including pregnancy, runaways, gangs and eating disorders
 - D. Case vignettes for Role Playing

- VII. Crises Involving Loss
 - A. Overview of stages of death and dying according to Elizabeth Kubler-Ross
 - B. Wordern's tasks of mourning
 - C. Case vignettes for Role Playing

- VIII. PTSD, Community Disasters and Trauma Response
 - A. Defining and understanding PTSD
 - B. Causes of PTSD
 - a. Combat
 - b. War
 - c. Natural disasters
 - d. Manmade disasters
 - e. Personal victimization
 - C. Working with PTSD
 - a. Critical incident debriefing
 - b. Monitoring
 - c. Referral
 - d. Specific PTSD treatments; CBT, EMDR, Narrative therapy

- IX. Crises of Personal Victimization (Child abuse, spousal abuse, sexual assault)
 - A. Prevalence, descriptions and general facts concerning child abuse, intimate partner abuse and rape
 - B. Syndromes arising from these forms of victimization
 - a. child abuse accommodation syndrome
 - b. battered women's syndrome
 - c. rape trauma syndrome
 - C. The Battering Cycle

- D. Elder abuse
- E. Issues for Batterers and Abusive Parents
- F. Intervention strategies for the specific form of victimization
- G. Case vignettes for Role Playing

- X. Crises Related to Substance Abuse
 - A. Addiction Overview
 - B. Models of Addiction Treatment
 - C. Dealing with the Immediate Crisis and Referral
 - H. Addiction and the Family
 - I. Case vignettes for Role Playing

- XI. Crises in Reaction to Serious Illness and Disabilities
 - A. Terminal Illness and Severe Disability
 - B. Intrapersonal and Interpersonal Dynamics
 - a. HIV/AIDS
 - b. Palliative Care and the Hospice
 - c. Injuries (MVA, Work, Head Injuries)
 - d. Alzheimer's type disease
 - C. Case vignettes for Role Playing

- Q. **LABORATORY OUTLINE:** None