



**KENNEBEC VALLEY COMMUNITY COLLEGE  
FAIRFIELD, MAINE**

**Social Sciences Department**

**Approval Date: 11/17/10**

**Semester: Fall 2015**

**COURSE NUMBER:** MHT112 **CREDIT HOURS:** 3  
**COURSE TITLE:** Crisis Identification and Intervention **CLOCK HOURS:** 45  
**PREREQUISITES:** None  
**CO-REQUISITES:** None

<b>INSTRUCTOR</b>	<b>VOICE MAIL</b>	<b>OFFICE</b>	<b>E-MAIL ADDRESS</b>
Rebecca A. Martin, LCPC	N/A	By appointment	rmartin@kvcc.edu

**OFFICE HOURS:** By appointment

**TEXTS:**

Cavaiola, A.A., and Colford, J.E., A Practical Guide to Crisis Intervention. 2001, Houghton Mifflin Company, Boston, MA.

**OTHER MATERIALS:**

Internet connectivity is an important aspect to this course.

**COURSE DESCRIPTION:**

This course introduces students to crisis intervention theory and practice. The course will focus on basic crisis intervention skills, theories of crisis intervention, and the dynamics of specific kinds of crisis situations. Current issues in crisis intervention will be explored. Multiculturalism and diversity will be integrated throughout the course, particularly in relation to effective crisis intervention and resolution. Stress and burnout, as they affect crisis clinicians, will be examined and strategies for prevention and professional development discussed.

**COURSE OBJECTIVES:**

Upon successful completion of this course, the student should be able to:

1. Identify, explain, and demonstrate basic crisis intervention skills.
2. Explain the key concepts of crisis intervention theory.
3. Describe their interpersonal strengths and areas for growth.
4. Identify ethical and cultural issues related to effective crisis intervention.

**COURSE CONTENT:**

- 1) What is Crisis? (Chapter 1-2)
  - o Defining Crisis and types of Crisis
  - o Understanding Crisis Reactions
  - o Recognizing Differences
  - o Physical, Emotional and Cognitive Responses
- 2) Crisis Intervention Skills (Chapter 2)
  - o Effective Interventions
  - o Effective Intervenors
  - o Effective Techniques: The LAPC Model  
Listen, Assess, Plan, Commit

- 3) Types of Crisis (Chapters 3-8)
  - o Child Abuse and Neglect (Chapter 3)
  - o Intimate Partner Violence/Domestic Violence (Chapter 4)
  - o Alcohol and Drug Crises (Chapter 5)
  - o Threats of Suicide, Homicide, and Other Violent Acts (Chapter 6)
  - o Rape and Sexual Assault (Chapter 7)
  - o Loss and Bereavement (Chapter 8)
- 4) School and Community Prevention and Responses to Crisis (Chapters 9-10)
  - o Prevention, Intervention
  - o Collaboration and Teamwork
  - o Crisis Services
- 5) Stress Management / Stress Debriefing
  - o Review of Self-care, compassion fatigue, vicarious traumatization

Other Activities: Case Studies, Group Discussions, Critical thinking activities and assessment

### **COURSE ACTIVITIES:**

The course is designed to help students develop further literacy regarding social concepts, crisis, team-building and significant issues and processes that influence consumers on all levels, professional workers included. The course also hopes to help students develop insight into populations with whom they have worked in the past or will work in the future, and to develop skills for communicating about psychosocial issues in community mental health. These overall aims are approached through lectures, role-plays, activities and assignments, discussion, readings, individual learning assessments, and group discussion.

In this course, students will gain a better understanding of mental health issues that affect the vitality, health, and wellness of community life, specifically pertaining to crisis and crisis situations. Topics may include depression, sexual violence, dating violence, domestic violence, child abuse, body image, eating disorders, public safety, gender matters, abuse of alcohol and other drugs, public safety, stress management, and grief and loss. These are intense subjects and may cause reactions in many individuals. Let's explore those reactions and learn how to successfully navigate this learning process together.

Special Assignment: Students will participate in an extensive semester-long project producing a play. This assignment is a semester-long group project to write, produce, and perform a dramatic play. Individual students will work in groups to develop all aspects of the play including casting, costumes, set design, production, script writing, acting, and performing. Each member will be evaluated based on their individual contributions to the production of the play based on the rubric posted in Special Assignments on Bb. We will discuss this, in detail, in class.

• Remember: Study that is personally engaging is more likely to be meaningful. The course attempts to be engaging and not to serve as an intellectualized view of the topics.

"The educator must believe in the potential power of his pupil, and he must employ all his art in seeking to bring his pupil to experience this power." -- Alfred Adler

### **Attendance**

Attendance is graded very simply in this class, either you are there (score = 100) or you are not (score = 0). I will be taking attendance each session we meet and I will simply average all these scores together to formulate this part of your grade. Attendance is 10% of your grade.

Attendance in this class is critical and we will be doing in-class activities to help facilitate your learning of the material.

## **MHRT/C Portfolio**

This section of the course is under development. These specific assignments provide you the opportunity to document your own proficiency in the skills and knowledge to be a MHRT/C. Each will provide you an opportunity to download your work and begin to create a “Portfolio” representing your learning specific to the MHRT/C certification.

### **Assignments**

The assignments have been incorporated into this class to not only teach you course content, but to also enable you to demonstrate learning associated with the KVCC General Education Outcomes.

Ethical Reasoning Assignment

Inquiry and Analysis Assignment

Interpersonal Communication Assignment

The assignments in this class are not particularly complicated; but, they WILL require thoughtful planning and time management to complete them adequately by their due dates.

Throughout this class you will have opportunities to practice skills necessary for working in the field of community mental health. This is part of the attendance grade in the course.

### **ASSIGNMENTS DUE**

A) FINAL PRODUCTION: This project/activity will be worth 25% of the final grade. More detail will be provided and class meetings will provide the opportunity to further explore this assignment.  
(Objectives 1, 2, 3, 4)

B) PAPER: The paper will be worth 20% of the final grade. The final paper must be typed, at least 5 (five pages) and not to exceed 10 (ten) pages in length. Final paper topic must be approved by instructor. APA style citation is required. A total of 5 (five) resources must be cited, one can be the course text, Wikipedia cannot be utilized.  
(Objectives 1, 2, 4)

C) PROJECT ONE: ARTICLE REVIEW. The article review will be worth 10% of your final grade. – A minimum of five newspaper articles must be read, compiled and analyzed in the context of crisis with assessment of intervention, analysis of defining features of crisis, reflection regarding crisis and/or thoughtful summary of the psychological features (related to crisis) described in article. Each article must be accompanied by no more than one page of critical critique by student. Substantive and thoughtful response is required. (Objectives 1, 2, 4)

D) PROJECT TWO: PRESENTATION OF ANALYSIS OF BOOK, MOVIE, SONG: The presentation will be worth 20% of your final grade. - A social/cultural medium (movie, book, song, painting, picture- PLEASE clear with instructor) will be analyzed in the context/framework of crisis intervention and psychological analysis. Approximately 10-15 minute presentation will be evaluated regarding student’s socio-cultural understanding and relevance to context of crisis. (Objectives 1, 2, 3, 4)

E) LESSON ASSIGNMENTS: Weekly assignments, located on Bb, will be worth 10% of your final grade. Students will be submitting answers, essays, and thoughtful writing on Bb in designated Drop Boxes found in each Lesson.  
(Objectives 1, 3, 4)

Please introduce yourself briefly on Blackboard system- a paragraph about who you are, your goals for taking this class, future plans and brief biography of your core values and/or hopes. (Objective 3)

Students will then post weekly questions to the blackboard discussion board.

- When utilizing the Bb Discussion Board: Remember we are a college community enriched by the diversity of our students and staff. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

F) ATTENDANCE: Attending class is 15% of your final grade. Students are expected to attend all classes and field work sessions and to arrive promptly. Attendance reflects directly upon the reliability and commitment of a student and can be an indicator of how the student will perform on the job after graduation. The quality and depth of your participation is also considered - reflective commentary is important, and participation is required. The relevance of your questions, the depth and richness of your thought, and your ease and comfort with the material are a necessary component of this course.

The instructor has an obligation to ensure that each student has a comfort level with the course objectives and content, and that a student can perform in a situation that can be stressful or frightening. Personality styles differ. I am looking for process not product, and understanding of outcomes. Participation is proven on the basis of your level of thoughtful engagement in class, and it is your responsibility to convey this.  
(Objectives 1-4)

### **GRADING:**

The field of Mental Health is a very diverse field with a diverse array of career opportunities and qualifications. Courses in Mental Health are designed to prepare students for entry-level and above positions in areas of substance abuse, mental health rehabilitation, developmental disability services, case management, children's services and gerontology. Every effort will be extended to assist students in achieving performance that meets a minimum of 'acceptable standard of work.' Expectations for work in this field, at minimum, **REQUIRES** this level of effort. Grades are evaluated on this basis.

### **GRADING SCALE:**

Letter Grades---Based on a final grade scale of 0-100, the following letter grades will be assigned. "Plus" (+) and "minus" (-) grades may be used with the following values assigned:

#### LETTER GRADE SCALE

A 95-100  
A- 90-94  
B+ 87-89  
B 83-86  
B- 80-82  
C+ 77-79  
C 73-76  
C- 70-72  
D+ 65-69  
D 60-64  
F Below 60

Only letter grades are recorded and issued at the end of each semester. The five (5) letter grades reflect the following quality of a student's performance:

A: Excellent work  
B: Above average work; very good work  
C: Acceptable, satisfactory work; work met the minimum standard  
D: Poor work  
F: Unacceptable work

Departments, programs, and disciplines do reserve the right to modify grading policies to best suit individual courses and programs.

### **ATTENDANCE POLICY:**

Students are expected to attend all classes and field work sessions and to arrive promptly.

Attendance reflects directly upon the reliability and commitment of a student and can be an indicator of how the student will perform on the job after graduation.

- Attendance will be taken at the start of every class: Be in class.
- Attendance is graded: Participate in class.
- If absent, it is the student's obligation to check with the instructor on the first day back for any work missed or to be made up: Don't miss class.

### **COURSE REQUIREMENTS:**

1. Student will be able to define crisis and identify the emotional, cognitive, and behavioral symptoms of reactions to crises.
2. Student will be able to identify cultural differences in reactions and responses to crisis.
3. Student will be able to explain and demonstrate procedures for effective crisis intervention.
4. Student will be able to identify the three messages (content, feeling, and meaning) in sample client interactions, case studies, and role plays.
5. Student will be able to demonstrate, through case studies, class participation and role plays, effective communication skills (such as clarification, reflection, questions, and empathy) which are necessary for effective crisis intervention.
6. Student will be able to discuss the appropriate use of team intervention in crisis situations.
7. Student will be able to identify appropriate safety precautions and risk factors for violent behavior.
8. Student will be able to describe signs and symptoms of stress and burnout in the intervener.
9. Student will be able to describe causes, symptoms, reactions and effective interventions to at least three specific types of crisis situations.
10. Student will be able to identify and explain the legal and ethical issues involved in crisis intervention.

### **OTHER INFORMATION:**

Class Policies:

1) You are expected to be on time and prepared for class. If you are unable to be in class, you are expected to let the instructor know by leaving an email prior to the class period.

2) Assignments are to be turned in on the date due and at the beginning of the class period due.

If you are unable to be in class, you can turn the assignment in early, give it to a classmate to turn in, email it to the instructor, or find some other way to turn it in.

- Any presentations in which you are involved that are scheduled for a day that you are absent cannot be made up. The absent individual will receive a "0" for the assignment.

3) The ability to write well is an important skill for your professional development. All assignments must be typed.

Assignments with excessive grammatical or spelling errors (excessive as subjectively defined by the instructor) will be returned with one opportunity to make corrections, within 2 days.

4) Respect confidentiality. Being actively involved in class may involve some level of sharing of personal information, with appropriate attention to boundaries and disclosures. You are expected to treat the classroom with the same level of ethical responsibility with which you would treat a job or internship. Do not share personal information about other students outside of the classroom.

5) If you choose to drop the class, you are responsible for completing and turning in the withdrawal paperwork. If you have stopped coming to class but not completed the withdrawal process, your grade will continue to reflect your absences and incomplete assignments, and you will receive an "F" for the class.

6) PLAGIARISM is foolish!

Whether intentional or unintentional, plagiarism is “the wrongful act of taking the product of another person's mind and presenting it as one's own” (Alexander Lindey, Plagiarism and Originality, 1952).

A student who *unintentionally* plagiarizes will receive a warning and instruction on proper citation, style, and usage for the first offense. A student who unintentionally plagiarizes a second time in a single course will receive a course grade of F in the course in which the student plagiarized.

A student who *intentionally* plagiarizes will receive a course grade of F in the course in which the student plagiarized.

“Continuous effort - not strength or intelligence - is the key to unlocking our potential.”- Winston Churchill

We must think for ourselves, strive to learn and understand; our own efforts liberate us from the legacy of others, giving us an opportunity to realize our own power. – Rebecca A. Martin, LCPC

7) For full credit, assignments must be completed in a timely manner. It is extremely important for the student to keep in contact with the instructor either via BlackBoard or email. If there are complications use some other means to contact the instructor such as message phone, email, in person, paper airplane, telepathy, carrier pigeon, or other means!

The student must be in contact with the instructor at least once a week. This can be done through class participation.

## **STUDENTS WITH DISABILITIES (2014)**

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals.

### ***If you are in need of an accommodation in this course:***

- Students must contact the Dean of Students, Enrollment Services Center, Frye Building, 453-5019, [knormandin@kvcc.me.edu](mailto:knormandin@kvcc.me.edu)
- Students must provide current, appropriate documentation of their disability.
- Students must make a timely request for accommodation to the Dean of Students.
- Accommodations will not be provided until the faculty member receives a letter requesting accommodations. This letter is created with the Dean of Students and is supported by the documentation of said disability.
- Requests for accommodation must be renewed each semester for each course.

This document is available in enlarged print and on audio tape. Please contact the Dean of Students at 453-5019 or [knormandin@kvcc.me.edu](mailto:knormandin@kvcc.me.edu)

## **NOTICE OF NON-DISCRIMINATION (2014):**

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to the Dean of Students, Enrollment Service Center, Frye Building, phone: 453-5019 or the Director of the Learning Commons, Lunder Library, phone: 453-5084

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to Affirmative Action Officer and ADA Compliance Officer, Dean of Academic Affairs, Enrollment Services

Center, 92 Western Avenue, Fairfield, ME 04937, phone: 453-5822.