1. **COURSE TITLE\*: Crisis Intervention and Trauma-informed Treatment**
2. **CATALOG - PREFIX/COURSE NUMBER/COURSE SECTION\*:** HSSR 2280
3. **PREREQUISITE(S): None COREQUISITE(S): None**
4. **COURSE TIME:**

**LOCATION:**

**MODALITY:**

1. **CREDIT HOURS\*: 3 LECTURE HOURS\*: 3**

 **LABORATORY/PRACICUM HOURS\*: 0 OBSERVATION HOURS: 0**

1. **FACULTY CONTACT INFORMATION:**

 **Instructor: Your Name**

 **Phone: 937-393-3431 Ext.**

 **Email: yourname@sscc.edu**

 **Office hours:**

1. **COURSE DESCRIPTION\*:**

An intensive writing course covers the nature of mental illness and mental health, the organization of community mental health services, the history of mental health services, and crisis intervention strategies. Topics include community-based and residential treatment, the societal impact of deinstitutionalization, assessment of crises, use of short-term interventions to deescalate crises, and strategy for meeting the needs of individuals and communities within a diverse population.

1. **LEARNING OUTCOMES\*:**

After completing this course, students will be able to:

1. Understand the dynamics of crises and the mental health professional's role during the crisis.
2. Differentiate between crisis intervention and long-term therapy.
3. Explain the intervention strategies for the most common types of crisis.
4. Assess lethality and develop appropriate interventions within the cultural context of the client.
5. Evaluate the Adverse Childhood Experience(s) and apply the information to the biopsychosocial.
6. Explain the theories of trauma and the significance of trauma-informed care.
7. Conceptualize client care in the framework of trauma.
8. Examine how memory and trauma are connected.

**9. ADOPTED TEXT(S)\*:**

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*Crisis Intervention Strategies*

By: Richard James and Burl Gilliland

8th, 2016, Cengage Learning

Looseleaf + MindTap Bundle: ISBN 9781337129886

Students are encouraged to acquire their Cengage textbooks through the [SSCC Bookstores](https://www.sscc.edu/services/bookstore.shtml#textbooks) or directly from [Cengage](https://www.cengage.com/unlimited/). Cengage Unlimited allows a student to receive access to Cengage's entire textbook catalog, and all digital resources, for a flat fee.

What does this mean to you? First, students can get ALL Cengage textbooks for one price.

Cengage Unlimited:

• 1-Term Access Student/List Cost $119.99 – ISBN 9780357700006

• 1-Year Access Student/List Cost $179.99 – ISBN 9780357700013

• 2-Year Access Student/List Cost $239.99 - ISBN 9780357700020

Free print rental is available with any activated Cengage Unlimited digital course for only $7.99 shipping and handling per hardcopy textbook (this price is based on the average MSRP of Cengage hardcopy textbooks)

Also, students are given the option to purchase a loose-leaf copy to keep after they activate their digital course for anywhere between $20 and $50 (price dependent on title).

If you purchased Cengage Unlimited last semester with either the 1- or 2-year option, there is no additional cost for this course.

**Important things to know about what you need to buy to pass this course:**

MindTap is required to do your reading, homework, and quizzes; and therefore required to pass this course. MindTap contains an eBook automatically, so you do have a less expensive option to buy



Trauma and Memory: Brain and Body in A Search For The Living Past

 Peter Levine, PhD

 2015, North Atlantic Books

ISBN: 978-1-58394-994-8

**10. OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

Southern State Community College offers technical support for students. Please see the following information about technology requirements and how to access assistance. Please note that your Instructor does not have access to the systems that support email, MyCanvas, and other publisher platforms for online learning. Therefore, you need to utilize the information below to resolve any technical issues related to your education at SSCC.

[Click Here for Student Technology Resources](https://www.sscc.edu/academics/student-technology-resources.shtml)

**11. GRADING SCALE\*\*\*:**

##  The grading scale will follow the policy in the college catalog:

##  A 100 – 90

B 89 – 80

C 79 – 70

D 69 – 60

F 59 – 0

**12. GRADING PROCEDURES OR ASSESSMENTS:**

|  |  |  |
| --- | --- | --- |
| **Assessment Tool** | **Points** | **Totals**  |
| **MindTap** | **100 each** |  **30%** |
| **Reflective Writings – 4**  | **50 each** |  **20%** |
| **Journal Entries - 15** | **15 each** |  **10%** |
| **Paper** | **100** |  **10%** |
| **Crisis Inventory** | **100** |  **20%** |
| **Discussions - 15** | **15 each** |  **10%** |
| **Total Possible** | **=** |  **100%** |

1. MindTap assignments are part of the overall score. Complete the schedule in MindTap.
2. Reflective Writings – these must be a minimum of three to five pages. Use the following questions to guide your reflective writing.
* What are the major concepts in the chapter?
* What are the terms used?
* What are the assumptions of the theories or practices in the chapter?
* What are the techniques presented?
* What is the chapter makes sense to you? What doesn't make sense? Keep in mind your world view of people/change/and society?
* What are the most valuable things presented in this chapter for you to use in the future?
* What do you disagree with and why? For example, does it go against a personal value?

 These are just some guiding questions to get you started on your reflective writing. Of course, it is expected that your reflections will change as you go through the assigned readings and develop as a student and counselor.

1. Journal – Answer each of the questions posted for the assigned readings or videos. Your answers must be thorough, coherent, and demonstrate critical thinking to earn all points. In addition, this is a means to document your reaction to what you are learning in the course. You will do one entry for each week.
2. Crisis Inventory – you will complete a form that is an inventory of your crises. You will label the crisis and write about your response when you experienced it in this form. You will also write about how you could handle the situation now and what resources you may even use within the community to address the crisis.
3. Paper – This paper is designed to assist you in reflecting and synthesizing

what you learned in the class. In this paper, you will write about a topic related to the course interesting to you. The Instructor will assist you in choosing a topic.

* The paper should be 6-10 pages, APA format. Page numbers do not include the cover and reference page; include an abstract. Use at least three external resources, i.e., journal articles no less than five years old, for additional resources beyond the textbooks

 F. Discussions will be weekly. Respond to the promprt and classmates. Follow the rubric in Canvas.

**At the Instructor's discretion, an evaluation may include any or all of the following: final exam, mid-term exam, chapter tests, quizzes, term papers and themes, class projects, attendance, class participation, and other assignments.**

* **ALL** documents are submitted electronically via Canvas. The Instructor will not accept assignments via email. You will be required to upload the documents; attach the files per the due dates' instructions. The only exception for this may be Discussions or other assignments that only provide a textbox that requires you to answer specific questions. If you are required to answer particular questions, do so in the textbox provided, do not attach a file. NO ASSIGNMENTS WILL BE ACCEPTED IF SUBMITTED VIA EMAI IN CANVAS OR THE OUTLOOK SYSTEM.
	+ Students need to be comfortable with using technology. The federal government mandates the use of electronic health records. Many social service organizations also use electronic records to document interactions with clients, even if their recording information is not related to an individual's health. As a result, in this class, you must submit ALL assignments through Canvas in the actual course, not the email in Canvas. Projects submitted via email in Canvas or the college email system will receive a zero (0).
	+ If you do not know how to submit documents, there are tools in Canvas and links throughout this syllabus to use to learn. However, it is your responsibility to understand how to submit documents.
* If you fail to submit the documents by the due date, you will receive zero points. There will be no exceptions to this.
* If you do not know how to upload documents, you need to contact Canvas Support. There are also tutorials available in Canvas and through Canvas Support to help you. Emailed documents will not be accepted. If you do not upload documents before the due date and time, you will receive zero points.

**13. COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course will utilize lectures, case studies, class discussions, small group projects, and group discussions. This course will also use power points to supplement the material in the textbook. Videos (i.e., movies, Tedtalks, music, or otherwise) may be used in addition to the textbook and power points for the class to supplement the primary textbook. Interactive class discussion is encouraged, and staying current on reading assignments is necessary to participate in class discussions adequately. These may be viewed in class or assigned throughout the semester to view and be prepared to discuss in class. The Instructor may post links to videos in the learning management system, MyCanvas. In addition, the Instructor may require the students to write a reflective paper on any video, music, or otherwise, shown in class or directed to be viewed outside of class hours.

The course is sensitive. Various topics, including trauma, are personal and relevant to all individuals. The Instructor will advise students on self-care during the class. Confidentiality is expected, and if it is not respected, students may be dropped from the course.

Attendance:

One of the greater expectations of this course is fulfilling your obligation of attendance. While your readings cover a substantial proportion of the course content, classroom participation is the most integral part of this course. As attendance will be taken every day and is part of your overall grade, you must minimize the number of absences you may have. You will start with a 100-point attendance pool. For each absence, you will lose points from the attendance pool. For example, the student would need to withdraw from the course with seven absences. If you do not withdraw from the course, you will receive an "F" as your final grade. It is your responsibility to sign the attendance sheet as it is passed. If you request the Instructor add your name to the attendance sheet after class because you missed it as when passed around, you will be counted as tardy. See more information below on tardiness. If you are absent a day, you must ask the Instructor the next class day if you missed a handout, as these may contain information that can be included on quizzes and exams.

Tardiness:

Tardiness is a significant issue as well. It deprives you of needed classroom participation time; it is incredibly disruptive to the overall classroom flow and dynamic. Occasional lateness is understandable; consistent tardiness is not. For every three occurrences of tardiness, you will be given an absence. Treat this course as a serious learning endeavor and come to class on time. Tardiness will be defined as being late for the scheduled start of the class. For example, if the class begins at 3:00 pm and you arrive at 3:01 pm, you will be considered tardy. If the Instructor is late due to unforeseen events and you arrive later than the scheduled class, you will not be counted as tardy before the Instructor.

Cell Phones:

There is no reason for cell phones in class. Therefore, there is a simple rule: NO CELL PHONES ARE ALLOWED IN CLASS. Put them away from your visibility. The only exception is if you have an occupation that requires you to be on call. If that is the case, you must inform me for consent to have a cell phone.

Despite the attempted subterfuge, it is easy to spot when someone is texting. Don't have your cellphone out. If you have a cell phone out, an absence may be recorded.

Children in Class: Please do not bring children into Human Services classes, regardless of the reason. Many of the discussions held in Human Services classes feature mature topics and may not be suitable for children. Additionally, some students may feel uncomfortable engaging in class discussions on mature topics when children are in the room. So, please do not bring children to class.

Sleeping:

Sleep at home, not here. If you sleep, you are not present. If you are caught sleeping, you will be marked as being absent.

Disruptive Behavior:

Any behavior that distracts other students from learning and participating is disruptive. The disruptive behavior most commonly occurs in holding loud conversations during class (but not limited to such). If you are disruptive, you may be asked to leave the class and an absence recorded.

Academic Honesty:

Academic honesty is a must in an institution of higher learning. Academic dishonesty includes (but is not limited to) cheating, plagiarism, or helping another student engage in academic dishonesty. If a student engages in academic dishonesty, the student may receive an automatic failing grade for the assignment or course at the Instructor's discretion.

Reading:

Students are expected to complete the assigned reading before class to be prepared for class. Likewise, your writing assignments and exams will cover a significant portion of the assigned readings. In the tentative outline, you will see when readings are due. Looking at the chart, you will see a corresponding day with each textbook chapter. If there are additional readings, the Instructor may include these within the syllabus, post an announcement in MyCanvas, or have the reading title available on a specific assignment in the learning management system. If reading is posted in MyCanvas, you will need to locate the electronic version of the article (typically a journal article) if a PDF is not posted. The necessary information about the article – author, name of the journal, date, page numbers, etc. will be noted in the MyCanvas system. It is your responsibility to read all assigned items beyond the required textbook for the course.

**14. COURSE OUTLINE:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Information to review** | **Learning Objectives** |
| One | Review Syllabus and Learning Objectives |  |
| Two | History of Community Mental Health | 1 - 8 |
| Three | Definition of Trauma | 5, 6, 7, 8 |
| Four | Scientific Research Methods – ACEs | 5, 6, 7, 8 |
| Five | Substance Use Disorders – Risk Factors | 2, 3, 4 |
| Six | Stress and Resilience | 1, 2, 3, 4, 5 |
| Seven | Models of Crisis | 1, 2, 3, 4 |
| Eight | What does it mean to be trauma-informed? | 5, 6, 7, 8 |
| Nine | The body remembers | 8 |
| Ten | Approaching Crisis Intervention | 4 |
| Eleven | Basic Crisis Intervention Skills |  |
| Twelve | The Crisis of LethalityThe Crisis of Sexual Assault | 2, 3, 4 |
| Thirteen | The Crisis of AddictionThe Crisis of Bereavement and Grief | 2, 3, 4 |
| Fourteen | The Crisis of Violent Behavior in InstitutionsMental Health Workers in Crisis | 2, 3, 4 |
| Fifteen | Theories of Trauma and how to treat trauma | 5, 6, 7, 8 |
| Sixteen | Final Exam | 1 - 8 |

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Communication Policy**

MyCanvas is the primary communication tool in this course. Students must check the course site for announcements and monitor their email in MyCanvas regularly. In addition, emails to the Instructor must be sent from the email system in MyCanvas. The email in MyCanvas is the most efficient means to contact the Instructor for this course. Canvas has an application for iPhone and Android systems, enabling communication to be more efficient for students and instructors.

***Failure to read course announcements, instructor emails, or the course assignment schedule does not justify late assignments or failure to comprehend due dates.***

All assignment submissions are via MyCanvas. Written assignments must be submitted using the MyCanvas course assignment links. The assignments include submitting your papers or answers using a survey or test instrument. Other written assignments may be submitted in any of the following formats: Microsoft Word (.doc) preferred; Rich text format (.rtf); Plain text (.txt); Adobe Acrobat PDF (.pdf). All written assignments must be one document that is one attachment, not multiple attachments. Multiple attachments submitted for one written assignment will not be accepted and will result in a zero for the assignment even if submitted before the due date.

**ACADEMIC MISCONDUCT (Student Handbook, Page 38)**

[Click Here for a Link to Student Handbook](http://www.sscc.edu/students/assets/student-handbook.pdf)

**Southern State is committed to providing educational opportunities that promote students' academic, professional, and personal growth.  To these ends, all members of the College are expected to uphold the highest academic and ethical standards.**

Types of Misconduct are

1. Any unauthorized use of material (books, notes of any kind, and so forth) during an

examination, test, or quiz.

2. Copying from another student's work or permitting one's work to be copied during

an examination, test, or quiz.

3. Unauthorized use of equipment (computers, calculators, or any type of educational or laboratory equipment).

4. Permitting a person to pose in one's place during an examination, test, or quiz or

posing as another person during an examination, test, or quiz.

5. Altering an examination, test, or quiz, or any other type of evaluated work in an effort to have the work re‐evaluated for a higher grade.

6. Plagiarizing or permitting one's work to be plagiarized.

7. Using unauthorized or improper methods to determine in advance the contents of an examination, test, or quiz.

8. Unauthorized use of computer software during an examination, test, or quiz.

9. Submitting as one's own work a work of art, speech or oral report, a musical composition, a computer program, a laboratory project, or any other creation done by another person.

For further definition, student responsibilities, charges, sanctions, and the appeal process, visit:

[Click here for a Link to Academic Misconduct and Regulations](http://www.sscc.edu/academics/regulations.shtml#academic‐misconduct)

**Further clarification on plagiarism**

Understanding plagiarism can be confusing. Violations of these standards include cheating, plagiarizing; submitting, without permission, a paper or assignment completed for one class to fulfill a requirement for another class; fabricating materials, using materials in an unauthorized manner; misrepresenting academic records; or facilitating academic dishonesty.

To clarify, copying word for word from any source without enclosing the material in quotation

marks and citing the source and page number of the quote is considered plagiarism. Re-writing original ideas in your own words without citing the source of the ideas is also considered plagiarism. **You can again not turn in previous assignments for other courses to meet the requirements for this course. If you do, you will receive a zero (0) on the assignment and risk the possibility of failing the course automatically.**

**16. FERPA:\***

Students need to understand that others may see your work. For example, others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes.

Students also need to know that there is a strong possibility that their work may be submitted to other entities for plagiarism checks.

**17. DISABILITIES:\***

**Accessibility and Accommodations:** Southern State Community College is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

**Students with disabilities:** If you seek classroom accommodations under the Americans with Disabilities Act, you must register with the Disability Services Office.

If you have a condition or situation that would make it difficult for you to carry out the work as outlined, please notify the Instructor as soon as possible. In addition, students with disabilities may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431 ext. 2604. You can also use the following link to check out the web page for the College and more information for more information.

[Click Here for a Link to Disability Services](http://www.sscc.edu/services/disability-services.shtml)

If you have a disability, you are responsible for providing all instructors with a letter indicating the reasonable accommodations necessary to support your academic success. A representative from the Disabilities Service Office creates the letter, but it is your responsibility to provide the Instructor with a copy of the letter.

**18. OTHER INFORMATION:\*\*\***

*The Instructor reserves the right to modify the course syllabus and content to enhance the learning of individual students and the class as a whole. Modifications may include additional assignments that are not listed in the syllabus but are conducive to learning and in the best interest of developing professional skills.*

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.