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| **PROFESSOR:** | **PHONE NUMBER:** |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**HUS 1320 THEORIES AND FOUNDATIONS OF CRISIS INTERVENTION (3 CREDITS)**

This course will provide a comprehensive overview of the history of crisis intervention and crisis theory. In addition, it will also present a comprehensive model of crisis intervention and will include developing, listening, and understanding skills, as well as assessment approaches and interventions.

1. **PREREQUISITES FOR THIS COURSE:**

HUS 1001 with a grade of "C" or higher

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
2. What is a Crisis and Crisis Intervention?
3. Ethical, Legal, and Professional Issues
4. The ABC Model of Crisis Intervention
5. When a Crisis Leads to Danger to Self, Others, or Psychotic Decompensation
6. Developmental Crisis and Special Issues of Adolescence (Bullying, Pregnancy, Teens Who Run Away from Home, and Eating Disorders)
7. Crisis of Loss: Death, Relationship Breakups, and Economic Loss
8. PTSD, Trauma, and Community Disasters
9. Veteran’s Issues
10. Sexual Assault and Rape
11. Crises of Personal Victimization: Child Abuse, Elder Abuse, and Intimate Partner Abuse
12. Crises Related to Substance Abuse
13. Crises Related to Serious Illness and Disabilities
14. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**   **General Education Competencies and Course Outcomes**

Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Think**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Demonstrate the knowledge and skills necessary to analyze and assess the needs of clients or client groups as they relate to crisis intervention.

**B.** **Other Course Objectives/Standards**

1. Describe theories of human development related to crisis intervention. (CSHSE 12.a. TM)
2. Identify the organizational structures of communities as they relate to crisis intervention. (CSHSE 12.d. IM)
3. Demonstrate an understanding of the capacities, limitations, and resiliency of human systems as they relate to crisis intervention. (CSHSE 12.e. TM)
4. Discuss the context and role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) as they relate to crisis intervention. (CSHSE 12.f. TKSM)
5. Demonstrate the knowledge and skills necessary to analyze and assess the needs of clients or client groups as they relate to crisis intervention. (CSHSE 15.a. SM)
6. Explain how to deal effectively with conflict as it relates to crisis intervention. (CSHSE 17.b. KM)
7. Describe how to establish rapport with clients as it relates to crisis intervention. (CSHSE 17.c. KM)
8. Understand the importance of the least intrusive intervention in the least restrictive environment as it relates to crisis intervention. (CSHSE 18.a. TM)
9. Expose students to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program as they relate to crisis intervention. (CSHSE 20.c. ISM)
10. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

Please remember to include **Engaged Learning Time**. For a 15-week course, students should spend no less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week. This formula should be adjusted for courses of different lengths or credits.

**Examples:**

**Mini-Term Example:**

During this 7-week 3-credit course, students will be required to engage in a weekly commitment of:

6.5 hours of engaged learning time (online lectures, discussions, speakers, etc.)

12.75 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Summer Term Example:**

During this 11-week, 3-credit course, students will be required to engage in a weekly commitment of:

4 hours of engaged learning time (online lectures, discussions, speakers, etc.)

8 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

**Full Term Examples:**

During this 15-week, 2-credit course, students will be required to engage in a weekly commitment of:

2 hours of engaged learning time (online lectures, discussions, speakers, etc.)

4 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

During this 15-week, 3-credit course, students will be required to engage in a weekly commitment of:

3 hours of engaged learning time (online lectures, discussions, speakers, etc.)

6 hours of other academic activities (reading, studying, quizzes, assignments, Service Learning, etc.)

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)