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

# 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.

## PREREQUISITES FOR THIS COURSE:

(HUS 1001 or SOW 2031) with a grade of "C" or better

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline.

An overview of crisis intervention

Ethical and professional issues

The ABC model of crisis intervention

Intervening with crises related to danger to self, others, or being gravely disabled

Developmental and cultural crises

Crises of loss: death, relationship breakups, and economic loss

Community disaster, trauma, and post-traumatic stress disorder

Crises related to military service

Crises related to personal trauma

Crises related to sexuality

Substance use related disorders and crises

Crises related to aging, physical illness, and disabilities

## 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 outcomes/objectives assessed in this course which play an integral part in the student’s general education along with the general education competency they support.

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

Describe theories of human development related to crisis intervention.

Identify the organizational structures of communities as they relate to crisis intervention.

Demonstrate an understanding of the capacities, limitations, and resiliency of human systems as they relate to crisis intervention.

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.

Explain how to deal effectively with conflict as it relates to crisis intervention.

Describe how to establish rapport with clients as it relates to crisis intervention.

Understand the importance of the least intrusive intervention in the least restrictive environment as it relates to crisis intervention.

Expose students to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program as they relate to crisis intervention.

## 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 <https://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 <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

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

## ATTENDANCE POLICY:

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

## GRADING POLICY:

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

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 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.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

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

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

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