

# Course Syllabus

**Department:** Social Science

**Date:** April 2014

## I. Course Prefix and Number: SOC 115

**Course Name:** Crisis Intervention and Prevention

**Credit Hours and Contact Hours:** 3 credit hours and 3 contact hours

**Catalog Description including pre- and co-requisites:** *supporting data required for grade prerequisite of 'C' or higher.* This course provides theoretical and applied instruction in crisis intervention skills for those working with youth and adults involved in patterns of self-defeating behavior. Students will demonstrate skill in 19 specific competencies for using crisis as a teaching and therapeutic opportunity with others showing six specific patterns of self-defeating behavior.

### **Relationship to Academic Programs and Curriculum including SUNY Gen Ed designation if applicable:**

This course is required for the Corrections Officer Certificate and serves as a Social Science elective upon matriculating into the Associates Criminal Justice Degree.

## II. Course Student Learning Outcomes: *State the student learning outcome(s) for the course*

Student will be able to...

1. Evaluate efficacy data on LSCI as a therapeutic technique involving cognitive mediation of significant events or crises in the life of persons demonstrating patterns of self-defeating behavior.
2. Demonstrate an understanding of predominant theories, concepts, and methodologies that underlie the study of the physical, cognitive, and social development of individuals and the multiple contexts in which they live.
3. Articulate the dynamics of conflict cycles, which lead to self-defeating behavior, recognizing thinking errors that interfere with the communication and problem solving process and the process of staff counter-aggression, which precludes effective intervention.
4. Demonstrate effective de-escalation, decoding, and counseling strategies for persons in crisis.
5. Assess the circumstances under which each technique is or is not an appropriate intervention, differentially diagnosing the six common patterns of self-defeating behavior, matching specific interventions with each patterns of self-defeating behavior.
6. Utilize a six-step sequence and specific communication skills for each intervention effectively.

### **College Learning Outcomes Addressed by the Course:** *(check each College Learning Outcome addressed by the Student Learning Outcomes)*

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> writing             | <input type="checkbox"/> computer literacy     |
| <input checked="" type="checkbox"/> oral communications | <input type="checkbox"/> ethics/values         |
| <input checked="" type="checkbox"/> reading             | <input type="checkbox"/> citizenship           |
| <input type="checkbox"/> mathematics                    | <input type="checkbox"/> global concerns       |
| <input checked="" type="checkbox"/> critical thinking   | <input type="checkbox"/> information resources |

**III. Assessment Measures (Summarize how the college and student learning outcomes will be assessed):** *For each identified outcome checked, please provide the specific assessment measure.*

List identified College Learning Outcomes(s)	Specific assessment measure(s)
Writing	Students will complete weekly written assignments for assessment. Students will complete an action research paper evaluating data they collect in relation to topics covered in lecture and in readings (both in and out of course sources).
Oral Communication	Students will provide an oral presentation on their research paper. Students will participate/present a scenario based “role-play” in which they demonstrate oral communication skills problem solving strategies.
Reading	Students will complete weekly assignments, a research paper, and a final exam, designed to assess reading and the understanding of philosophy, content, and strategy.
Critical Thinking	Students will complete an action research paper, weekly assignments, role-play scenarios and a final exam designed to assess critical thinking skills (as identified in course learning outcomes).

**IV. Instructional Materials and Methods**

**Types of Course Materials:**

Textbook

**Methods of Instruction (e.g. Lecture, Lab, Seminar ...):**

This course is designed as an active, collaborative, and experiential learning environment. This requires student participation in and out of the class individually, as well as in small and large groups. Activities include open discussions, presentations, debates, role plays, and case studies. Additional teaching and learning methods include lecture, video, independent reading and writing, and demonstrations.

**V. General Outline of Topics Covered:**

**19 Competencies**

1. An understanding between the differences between “our” psychological world and the person in crisis’ psychological world during conflict.
2. An understanding of the development of irrational beliefs and the concept of self-fulfilling prophecy.
3. An understanding of stress; developmental, psychological, reality and physical.
4. An understanding of the defense mechanisms and cognitive traps.

5. An understanding of “you” messages and “I” messages, the differences and uses of each.
6. An understanding of the dynamics of the conflict cycle.
7. An understanding of Attending, Listening (the experience, the feeling, the behavior) and Non-Verbal Observing Skills.
8. An understanding of the concept of “Responding Skills”; affirming, decoding, clarifying and confronting.
9. An understanding of the skills of De-escalation.
10. An understanding of the concept of establishing an accurate “Timeline.”
11. An understanding of the concept of Surface Management Skills and their use.
12. An understanding of the concept of the “Red Flag Reclaiming Intervention” Carry In, Tap In, and Carry Over.
13. An understanding of the “Reality Rub Reclaiming Intervention”.
14. An understanding of the “New Tools Reclaiming Intervention”.
15. An understanding of the concept of “Symptom Estrangement Reclaiming Intervention”.
16. An understanding the concept of “Massaging Numb Values Reclaiming Intervention”.
17. An understanding the concept of “Manipulation of Body Boundaries Reclaiming Intervention”.
18. An understanding of the six stages of the verbal processing model.
19. An understanding of own triggers and the dynamics of staff counter aggression.