

Basic Course Information

| | | | |
|-------------------|--|---------------------|-----------------------------------|
| Semester: | Fall 2019 | Instructor Name: | Audelia Canez |
| Course Title & #: | Psychology 210-Crisis Intervention and Referral | Email: | audelia.canez@imperial.edu |
| CRN #: | 210/11061-Psy-210/11062 | Webpage (optional): | n/a |
| Classroom: | 208 | Office #: | Part-Timers: Room 809 |
| Class Dates: | 8/19/19-12/13/19 | Office Hours: | Call for an appointment |
| Class Days: | Thursdays | Office Phone #: | 760-460-1139 |
| Class Times: | 6:30-9:40 pm | Emergency Contact: | 760-460-1139 |
| Units: | 3.00 | | |

Course Description

Techniques used for brief therapy crisis intervention, intake interviewing and referral will be studied and practiced. Special attention will be given to the process of intervention, admitting, and recording of information as it pertains to alcohol and drug abuse clients. Through an experiential format, participants will learn and practice skill in brief therapy, different levels of client communication and intake interviewing.

Course Prerequisite(s) and/or Corequisite(s)

Use from [CurricUNET](#) or IVC general catalog & programs

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Develop and provide brief crisis counseling.
2. Make appropriate referrals.
3. Perform a five-point suicide assessment.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Explain crisis and the impact it has on a person's life if not treated
2. Know the history of Crisis Intervention
3. Be aware of Ethical and Professional Issues
4. Identify and demonstrate the methods of the ABC model
5. Recognize suicide, homicide, and psychotic crisis
6. Identify cultural sensitivity in crisis intervention
7. Identify developmental crisis

8. Identify crises of loss
9. Identify PTSD, natural disasters, and manmade disasters
10. Identify crises of personal victimization
11. Identify crises related to substance abuse
12. Identify crises in reaction to serious illness and disabilities

Textbooks & Other Resources or Links

Kanel, Kristi. A Guide to Crisis Intervention, (2012) 6th ed. Brooks & Cole ISBN-978-1-337-56641-4

Course Requirements and Instructional Methods

This course will consist of a combination of lectures, class discussion, assigned readings, videos, individual projects and performance on projects and exams.

Group Project Assignment: There will be one (1) group assignment given, worth 50 points. More information about this assignment will be given later.

Agency Interview: Each student will be required to visit an agency and conduct an interview on how that agency handles a crisis. More information about this assignment will be given later.

Exams: Four exams will be given. Exams will consist of multiple choices, written, and true and false. No make-up exams will be given unless you have called me **PRIOR** to the exam and let me know that you will not be able to take the exam. If you contact me prior to the exam, you will have one week to make-up the exam. Each exam will be worth 50 points.

Class participation and Attendance: At the beginning of each class, attendance will be taken (roll call). If a student must arrive late or leave early, the instructor should be notified so that the student is not penalized unfairly. It is the student's responsibility to let the instructor know when they are in class, particularly if they miss the roll call. Class participation will be measured by presence, active interest and involvement in discussions, exercises and presentations.

Course Grading Based on Course Objectives

Grading System:

| | | |
|--------------|------------------|----|
| 90-100% = A | Exams | 4 |
| 80 - 89% = B | Group assignment | 1 |
| 70 - 79% = C | Participation | 15 |
| 60 - 69% = D | | |

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student who is continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid StudentHealth Fee.

- ☒ **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- ☒ **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- ☑ Current and former foster youth students that were in the foster care system at any point in their lives
- ☑ Students experiencing homelessness
- ☑ Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities

related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|-------------------|--|------------------------|
| Week 1 8/22/19 | Syllabus & Introduction to Course, Q & A worksheet | |
| Week 2 8/29/19 | Chapter 1 & 2 | |
| Week 3 9/05/19 | Chapter 3 | |
| Week 4 9/12/19 | Exam #1 | |
| Week 5 9/19/19 | Chapter 4 | |
| Week 6 9/26/19 | Chapter 5 | |

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|---------------------|------------------------------------|------------------------|
| Week 7 10/03/19 | Chapter 6 | |
| Week 8 10/10/19 | EXAM #2 | |
| Week 9 10/17/19 | Chapter 7 | |
| Week 10 10/24/19 | Chapter 8 | |
| Week 11 10/31/19 | Exam #3 | |
| Week 12 11/07/19 | Chapter 9 | |
| Week 13 11/14/19 | Chapter 10 | |
| Week 14 11/21/19 | Chapter 11 | |
| Week 15 11/28/19 | Holiday | |
| Week 16 12/05/19 | Chapter 12 | |
| Week 16 12/12/19 | Final #4 | |
| | | |

Tentative, subject to change without prior notice