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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts & Humanities
PSYC630
Course Title: Crisis & Emergency Intervention
Elective Course
3 Graduate Credit Hours
8 Weeks
Prerequisites: None

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Course Description (Catalog)

This course offers an in-depth analysis of crisis and trauma events, survivor responses and needs, and strategic competent interventions. A theoretical approach draws on systems and developmental constructs to provide an assessment and intervention model that is both holistic and integrated within particular environments. Unique crisis events are addressed, including sexual assault, domestic violence, disasters (both natural and man-made), service provider stress, complicated bereavement, child abuse and neglect, and school crises.

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Course Scope

This course examines the dynamics of human response to crisis and trauma with the goal of expanding learner foundational knowledge while providing fresh approaches to intervention delivery and recovery facilitation.

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Course Objectives

Graduate learners successfully completing this course will:

CO1: Delineate individual and group similarities and differences in crisis and trauma experiences

CO2: Examine historical and contemporary crisis theory, assessment, intervention and recovery models.

CO3: Differentiate interventions delivered at the scene, including triage and stabilization.

CO4: Articulate phases of survivor and service provider recovery

CO5: Apply assessment and intervention strategies to crisis case vignettes

CO6: Construct a literature review of scholarly publications focused on a course relevant topic of interest.

Course Delivery Method

This 8-week graduate course delivered via distance learning will enable students to complete academic work completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments include interactive dialogues accomplished in groups through a threaded discussion forum and writing assignments completed and graded individually.

Required Course Materials

Collins, B. G. & Collins, T. M. (2005). *Crisis & trauma: Developmental-ecological intervention*. Houghton Mifflin Publishing.

Everstine, D. S. & Everstine, L. (2006). *Strategic interventions for people in crisis, trauma and disaster* (rev ed). Routledge Publishing.

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Evaluation Procedures

GENERAL ASSIGNMENT INSTRUCTIONS:

It is expected that graduate students will exhibit advanced level critical thinking; ability to synthesize multiple sources of information, writing skills and academic integrity in all course activities. With the exception of discussion forum posts, assignment submissions completed in a narrative essay or composition format may not be written in first or second person ("I" or

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“you”), All writing must follow the citation and reference style established by APA the *Publication Manual of the American Psychological Association*, 6th ed. (2009, Washington, D.C.: American Psychological Association), in size 12 Times New Roman or Arial font, double-spaced with 1” margins on all sides of the page and include a cover page with the following centered vertically and horizontally: Student Name, Date of Submission, Assignment Title, Course Name and Professor Name. With the *rare* exception of briefly quoting specific statistical research findings, in which case the publication’s author and year date of publication must be properly cited, all paper content MUST be paraphrased (summarized/restated in the student’s own words) with proper source citations (See APA guidelines document in the classroom Resources folder). ANY copying of any kind and/or failure to include source citations in the paper body and in the assignment’s attached “References” page will result in an assignment score of zero with any repeat instances causing a failing course grade.

IMPORTANT: Students engaging in graduate studies are held to rigorous standards. Absolutely NO copying of any kind is allowed in this course. When reporting on what one reads in any published source, including the course text, paraphrasing (summarizing what was read and learned in one’s own words) is required. Forums do NOT require you to provide reference information. The website <http://owlenglish.purdue.edu/owl/resource/560/01/> is an excellent, easy to understand resource for APA style formatting and source citation IN PAPERS. Any instance of copying of any kind, with or without source crediting, will result in a score of zero for the first incident and course failure for any additional ones. Students not knowledgeable about APA formatting rules need to access the APA formatting guides provided in the classroom and in the APUS Online Library.

Unless otherwise instructed, students may not use commercial websites as the basis for completion of any assignments. Encyclopedia websites, such as Wikipedia or Encarta, dictionaries, blogs or opinion slanted news media outlets, and commercial Internet sources such as Web MD or About.com may not be used for any writing assignment. Scholarly, peer-reviewed journals must be used for assignment completion.

TIMELY SUBMISSION OF ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, they must manage competing time demands. Should a student need additional time to complete an assignment he or she must contact his or her professor before the due date so the situation can be reviewed and a resolution determined, and documentation may be required. Not all delayed assignment request will be approved; cruises and planned leisure trips to areas without Internet access are examples of requests that will be declined with the rationale being that graduate students should not enroll in courses in which they expect to not be in attendance for the full term. Work may not be completed early to accommodate anticipated absences later in the term. The University has an extension system and a set of policies for managing unavoidable course work extension needs. Routine submission of late assignments will result in points deducted from the final course grade.

COURSE NETIQUETTE

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All classroom communications, including emails and discussion forum posts, between classmates and students and their instructors, must contain respectful language and tones with sensitivity to impact on the message recipient in evidence.

COURSE ASSIGNMENTS

FORUMS: Due Weeks 1, 2, 3, 5, 6 and 8

Weekly interactive dialogues with classmates based on assigned course learning materials will take place on threaded forums. A set of topical instructions for each dialogue will be posted on its respective forum. While designed to promote lively discourse within a community of fellow learners, dialogues on the forums are academic in nature and require a scholarly orientation, with students supporting their perspectives by incorporating materials from course readings. Students are not required to cite references in forum posts, but forum posts should not be opinion based.

CASE VIGNETTE ANALYSIS: Due Weeks 2 and 6

Two case vignettes will be provided for critical analysis and demonstration of ability to apply knowledge gained during the course to real world scenarios. For each vignette students are required to provide an analysis of the situation, identify applicable triage if appropriate, write a detailed assessment and intervention/treatment plan, and provide rationales for their choices.

LITERATURE REVIEW: Due Week 7

The Literature Review will be 15 to 17 double-spaced pages, not including the title page, abstract, or reference pages. It will review 8 to 10 scholarly, peer-reviewed journal articles on crisis, trauma, emergency and disaster intervention from the APUS Online Library; summarize the article and inter-relate their findings; and describe what additional research is needed in the future to expand the body of knowledge related to the topic. Half of the articles must be evidence-based, meaning they have to describe empirical findings from experimental research conducted by the article author(s) rather than being expert opinion or other research summary style articles. All the articles must be submitted for approval with brief descriptions of content in annotated bibliography format by the end of Week 4 of the course. Articles selected for other assignments in this class, i.e. forums, cannot be used for the Literature Review.

Distribution of Course Points Possible

Course Requirements	Points	Percent
Forums (48 Points Each x 5)	240	24%
Vignette Analyses: (180 Points Each x 2)	360	36%
Course Paper: 400 Points	400	40%
Total	1000	100%

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Grading Scale: Click <http://www.apus.edu/student-handbook/grading/index.htm> for the APUS grading scale.

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COURSE OUTLINE

Week 1

Lesson Scope and Learning Objectives: Overview of crisis theory and assessment strategies.

Learning Objectives:

Demonstrate knowledge of the elements of crisis, trauma and emergencies.
Identify the components of effective assessment protocol.

Read

Chapters 1 & 2 in Collins
Chapters 1, 2, 5, 10 & 11 in Everstine

Complete

Week 1 Forum

Week 2

Lesson Scope: Exploration of intervention related theory and assessment.

Learning objective:

Demonstrate knowledge of theory and assessment with application of intervention principles.

Coursework

Read

Chapters 3 & 4 in Collins
Chapters , 4 & 13 in Everstine

Complete

Week 2 Forum
Case Vignette #1

Week 3

Lesson Scope: Exploration of the dynamics and impact of sexual assault and sexual abuse of children.

Learning Objective:

Demonstrate competence in intervention needed for victims of sexual assault and childhood sexual abuse.

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Coursework

Read

Chapters 6 & 11 in Collins
Chapters 8, 14 & 15 in Everstine

Complete

Week 3 Forum

Week 4

Lesson Scope: A survey of domestic violence across the lifespan.

Learning Objectives:

Discuss the concepts of power and control in families and relationships.
Evaluate assessment and intervention strategies for a range of domestic violence scenarios.
Examine myths of domestic violence.
Compare and contrast gender, cultural and societal differentials.

Coursework

Read

Chapter 7 in Collins
Chapters 6, 7, & 12 in Everstine

Complete

Annotated Bibliography of articles to be used in construction of Week 7 Literature Review due.

Week 5

Lesson Scope: Suicide prevention, assessment, and intervention, chronic and terminal illness.

Learning Objectives:

Examine the characteristics of suicidal ideation, behavior, and approaches to intervention and treatment.
Explore the implications, impact and recovery from managing chronic or terminal illnesses.

Coursework

Read

Chapter 5, 9 & 10 in Collins
Chapter 9 in Everstine

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Complete

Week 5 Forum -- Instructions on the Forum

Week 6

Lesson Scope: Exploration of substance abuse, chemical addiction, related trauma and intervention protocols.

Learning Objective:

Demonstrate assimilation of substance abuse theories and models for strategic intervention.

Coursework

Read

Chapter 8 in Collins

Complete

Week 6 Forum

Case Vignette #2

Week 7

Lesson Scope: Survey of school shooting incidents, and school violence, trauma and crisis prevention and intervention protocol.

Learning objectives:

Examine types of school crisis, the dynamics of student death, and contemporary concepts for school crisis response planning.

Explore the tenets of Critical Incident Stress Debriefing

Coursework

Read Chapter 12 in Collins

Read Chapters 16 & 17 in Everstine

Complete

Literature Review

Week 8

Lesson Scope: Exploration of community disaster, trauma, emergencies, and helper burnout.

Learning Objectives:

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Investigate types of community disaster responses
Explore processes of post-trauma defusing and debriefing.
Examine secondary traumatic stress and vicarious traumatization.

Coursework

Read

Chapters 13 & 14 in Collins

Complete

Week 8 Forum

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library Resource Center is available to enrolled students and University faculty from inside the electronic campus. This is the student's starting point for access to online books, subscription periodicals, and Web resources designed to support successful assignment completion and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with students' studies.

Charles Town Library and Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

Electronic Books: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

Electronic Journals: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

[Turnitin.com](http://turnitin.com) is a tool to improve student research skills that also detect plagiarism.

Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.

Selected Bibliography

American Psychological Association. (2003). *APA style.org*. Retrieved January 31, 2007 from,

<http://apastyle.apa.org/>

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