



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**College of Education and Human Development**  
**Department of Counseling, Health & Kinesiology**  
**EDHS 4311 Crisis Intervention**  
**Spring 2025**

**Instructor:** Gillian Rodriguez, MA, LPC

**Meeting Day & Time:** Tuesdays 2:00-4:45 p.m. CST

**Location:** Classroom Hall 204

**Contact Information:** grodriguez@tamusa.edu

**Student Hours:** By appointment; I am usually on campus Monday-Thursday

**Office Location:** Classroom Hall Building Office 214K Adjunct Faculty Office

**Required Textbooks:**

Crisis Intervention Strategies, 9<sup>th</sup> Edition

Richard K. James, Burl E. Gilliland

ISBN 978-0-357-62269-8

**Course Description:**

This 3-hour course will cover the different types of crises such as natural, human-induced, and personal. Specific attention will be paid to personal/behavioral health crises. This course will also address the typical responses to crises, how to mitigate its effects, and ways to move individuals forward. An overview of models of crisis intervention will be covered.

**Student Learning Outcomes:**

At the successful completion of this course:

- Students will articulate an overview of generalized knowledge regarding the historical, current and future contexts of crisis care.
- Students will demonstrate discernment in application, administration and interpretation of an assortment of assessments for crises and critical incidents.
- Students will examine and apply critical thinking skills to consider and resolve ethical dilemmas inherent in the deployment of crisis intervention strategies.
- Students will review both peer-reviewed literature and mainstream media to examine case studies varied in sociocultural contexts with aim to integrate varying worldviews with the clinician's perspective.
- Students will demonstrate knowledge related to various catalysts, categories, and environments of encounter of crises; these include behavioral and mental health, human & natural disasters, mass violence and casualty crisis events

## COURSE ASSIGNMENTS

The assignments for this course have been developed to estimate the progressive acquisition of learning and provide evidence of student learning outcomes. Descriptions of the assignments and their related submission portals are provided within your BlackBoard learning environment.

Overview of Assignments	Related Points (%)
Syllabus Quiz	5 (5%)
Discussion Posts (4)	20 (20%)
Article Review	15 (15%)
Case Study en film Project	15 (15%)
Midterm Examination	20 (20%)
Final Examination	25 (25%)
<b>TOTAL</b>	<b>100 (100%)</b>

## FINAL GRADE ALLOCATION CRITERIA

Total Points Earned	Related Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

### Description of Course Assignments

All assignments are due on Saturdays by midnight central standard time and submitted online via Blackboard, unless otherwise noted. Assignments are due on Saturdays because students have shared working and caretaking responsibilities occupy the bulk of their weekdays, and providing Saturday gives you an extra cushion to complete the assignment. This does not mean that I am available on Saturdays for questions about the assignment due. Questions should be asked ahead of the due date either during class, office hours, or via email.

### **Syllabus Quiz**

Review your course syllabus and complete this brief quiz related to the content. This assignment is due by 11:59pm on Saturday and is worth 10 (5%) points toward your overall course grade.

### **Discussion Post #1**

Self-care is an ethical responsibility and important necessity among human service professionals, especially those who work with clients in crisis. Often, crisis-based work involves long and unpredictable work schedules, less time with loved ones, and an especially grueling exposure to vicarious trauma. Based on your current knowledge and experience:

1. Identify and describe how a human service professional can establish proactive, daily self-care practices, and self-protect against burnout.

2. Extend the discussion to include how self-care practices for crisis professionals might be different than daily practices and fluctuate to balance the realities and demands of the work with personal and professional wellness.
3. Share one thing you hope to learn about crisis interventions and discuss your aspirations for adapting this knowledge to real-life circumstances.

After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least 1 of their conversations and 1 comment in your initial thread. All posts and replies are due by 11:59pm on Saturday and is worth 5 (5%) points toward your overall course grade.

### **Discussion Post #2**

Some crises occur among a group of people, such as with natural disasters and mass violence events. Some are experienced among a small group of people, such as a domestic or intimate partner violence crisis. Last, some crises involve an internal overwhelm experienced solely by a single person. Yet, it is important to recognize that even in dyad, small group, or larger scale events, *the experience of crisis is as unique as the individual*. (continued following page)

In your discussion:

1. Define and describe "crisis" and explain how it is different than other likenesses, such as "trauma".
2. Review and reflect upon the historical *or* future context of crisis management
3. Choose and expand upon *one* kind of crisis (natural disaster, human-made, mass violence etc.)

Your initial post is due by 11:59pm on Thursday. After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least 1 of their conversations and 1 comment in your initial thread. All posts and replies are due by 11:59pm on Saturday and is worth 5 (5%) points toward your overall course grade.

### **Mid-Term Examination**

Your midterm examination will consist of 30 multiple-choice (2 points each) and 4 short answer (10 points each) items from chapters 1-10 of your textbook, assigned excerpts from "The Body Keeps the Score," in-class lecture material, and slides. **This exam will be open for 24 hours, beginning on WEDNESDAY, MARCH 5, 2025, and is due by 11:59 p.m. CST.** via Blackboard. The exam is worth 20 (20%) points toward your overall course grade.

### **Discussion Post #3**

Before this course, you and others in the public may have viewed a crisis situation without knowledge of the logistics involved behind the scenes, including assessment. Yet, now that you know several options for assessment, you may view similar incidents with a more analytical approach. In your discussion:

1. Identify *at least one* assessment used in crisis intervention.
2. Compare and contrast crisis intervention assessment approaches.
3. Share suggestions for how to balance the need for initial crisis management and containment with the importance of assessment(s).

After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least 1 of their conversations and 1 comment in your initial thread. All posts and replies to your peers are due by 11:59pm on Saturday and is worth 5 (5%) points toward your overall course grade.

#### **Discussion Post #4**

Something that unites much of humanity is the experience of crisis in some form. However, the way in which crises are experienced are widely influenced by sociocultural differences, variations in worldview, and other unique aspects. In your discussion:

1. ***Choose a culture or worldview different than your own, and identify how an individual may experience crisis similarly, and differently from that perspective.***
2. ***Next, expand on how crises may (or may not) be experienced differently by an individualistic culture versus a collectivistic culture.***
3. ***As a human services professional, how can you apply cultural competence and other ethical principles during times of uncertainty?***

After your post, return to the discussion forum throughout the week to read a selection of your peers' posts and provide substantive replies to at least 1 of their conversations and 1 comment in your initial thread. All posts and replies to your peers are due by 11:59pm on Saturday and is worth 5 (5%) points toward your overall course grade.

#### **Article Review**

You will use the library databases to identify and review a peer-reviewed journal article from a relevant journal (example: the *Journal of Human Services*) that reports the findings of primary research regarding a “crisis-related” topic within Human Services ***and*** ethical, legal, and personal/self-care implications for the profession. Choose an article published within the last five years and reflects your personal interests. Using 5 paragraphs to articulate:

**Do not use a meta-analysis.** Use 5 paragraphs to articulate:

- Paragraph 1: Introduction of the article that includes a brief 1-2 sentence summary of the article along with 3-5 sentences about the background/history of the topic and rationale for the study
- Paragraph 2: Identification and description of the method that was implemented (hint: if there's not an identifiable 'methods' section, you are not looking at original research).
- Paragraph 3: Review of the key findings and how those align with the author(s) research questions and hypotheses
- Paragraph 4: Identification of limitations and how these might be improved upon
- Paragraph 5: Your impressions of the practical value of the study for informing practice

Your submitted document should include an APA-formatted title page, main text, and reference page (this includes within-text citations, and a reference list citing the article selected, as well as any other unoriginal material you cite). This assignment is due by 11:59pm on Saturday and is worth 15 (15%) points toward your overall course grade.

**BONUS POINTS:** Students who complete the [TAMUSA Library's Modules and Quiz](#), “What is a Literature Review” will earn two bonus points on their submitted paper. This may not sound like a lot, but on a 15-point assignment, it can change a letter grade. Submit a screenshot of your quiz completion along with your paper.

## Case Study en Film Assignment

### **Part I. Choose a documentary to review**

(options A & B are outlined below)

### **Part II. Write a paper**

- I. Identify and discuss a *minimum* of one crisis shown in the film. If there is more than one, identify as many distinct crises as possible.
- II. Choose one or more individuals shown in the film of choice and apply one of the assessment models (TAF-CIR, SAFETY, CRP, C-SSRS, etc.) from your text. While I understand there may be some information missing, do the best you can with what you see in the film.
- III. Include practices for dedicated self-care plan that you, as a human services professional working with one or more of these crisis situations, might implement. Please be sure to clarify how this self-care may differ than your daily practices.
- IV. Throughout your paper, please cite sources and references as necessary. While there should be sources included, I am not stipulating a required minimum number of sources, and instead I am choosing to offer you to creative license to determine that for yourself.

### **Formatting:**

Your submitted document should be five-seven (5-7) pages in length; include an APA-formatted title page, main text, and reference page (this includes within-text citations, and a reference page citing the article selected, as well as any other unoriginal material you cite). This assignment will be due no later than 11:59 P.M. CST on SATURDAY, APRIL 26, 2025 and is worth (25%) toward your overall course grade.

### **OPTION A. "Ernie and Joe: Crisis Cops: A Documentary by Jenifer McShane**

[Availability: HBO MAX or CLICK HERE](#)

USERNAME: grodriguez@tamusa.edu

Password: EDHS4311

**Synopsis:** *"ERNIE & JOE: CRISIS COPS is an intimate portrait of two Texas police officers who are helping change the way police respond to mental health calls. The film takes audiences on a personal journey, weaving together these two officers' experiences during their daily encounters with people in crisis. These two officers are not your everyday cops. They are part of the San Antonio Police Department's Mental Health Unit."*

### **OPTION B. "Fire in Paradise"**

Availability: Netflix; Please note this is different than a similarly titled option streaming on PBS

**Synopsis:** *"A year after the devastating Camp Fire, with accounts from survivors and first responders, the documentary tells the inside story of the most destructive fire in California's history, its causes and the impact."*

NOTE: This assignment is not the space to disclose any personal crises you may have experienced. While your personal endurance is important, sharing of such experiences should be saved for class discussions, trusted friends, family, and professionals as needed. [For additional](#)

*professional support for your personal experiences, please contact the Student Counseling Center (linked here) or a professional of your selection.*

### **Final Examination**

Your final examination will consist of 30 multiple-choice (2 points each) and 4 short answer (10 points each) items from chapters 11-16 of your textbook, in-class lecture material, and slides and is worth 50 (25%) points toward your overall course grade. Due date TBD

### **CLASS POLICIES**

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

### **Student Rights and Responsibilities**

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the Student Handbook. The Student Handbook is available through the Student Rights and Responsibilities webpage: <http://www.tamusa.edu/uploadFile/folders/fcestrad/Pdf/Pdf-635767864704349879-10.100.150.124.pdf>

### **Cheating and Plagiarism**

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

### **Use of Generative AI in Association with Course Assignments**

There is a variety of AI programs available to assist in completing assignments, yet AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop during your course of studies as a means to organize and communicate your positions and impressions of subject material. Students must obtain permission from the instructor before using AI composition software like (e.g. ChatGPT) for any assignments in this course. Using these tools without instructor permission puts your academic integrity at risk. Additionally, assignments submitted through the course Turnitin platform in BlackBoard will include AI detection as a part of the standard plagiarism screening.

### **Class Attendance**

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

Excessive absences (more than 2) will result in a grade letter deduction from your final grade for each absence. Please e-mail before class if you will be out. Two tardies (entering ten minutes or later after class begins or leaving 10 minutes or earlier before class ends) will count as one absence.

### **Absences for Religious Holidays**

The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence.

### **Research on Human Subjects**

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online:

<http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>.

### **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. Disability Support Services (DSS) provides services, auxiliary aids and accommodations for students at Texas A&M University-San Antonio (A&M-SA) who have self-identified, registered and provided DSS with documentation supporting their disability. Students may access additional information on the



Disability Support Services webpage:

<http://www.tamusa.edu/studentengagementsuccess/dss/AccessDSS/index.html>

### **Message for pregnant and parenting students:**

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. 1681 et seq., protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues contact Dr. Jo Anna Benavidez-Franke, Associate Vice President for Student Engagement and Success.

### **Incompletes**

The spirit of the “Incomplete” is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: 1. 70% of the class has been completed and student is passing with a “C” or better 2. The circumstance for which the “I” is requested is supported with documentation 3. Student has been attending class on a regular basis Incompletes are not to be used to remedy excessive absences. Unforeseen circumstances precipitating the request for an “I”, should occur near the end of the semester. Students who are experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If the contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

### **Dropping a Course**

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

## **IMPORTANT UNIVERSITY RESOURCES**

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act Amendments Act (ADAAA) of 2008 and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for persons with disabilities. Title II of the ADAAA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a diagnosed disability that may require an accommodation, please contact Disability Support



Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dss@tamusa.edu](mailto:dss@tamusa.edu).

**Academic Learning Center:** All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu) or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

**Counseling Resources:** As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM. All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student’s academic or university record. SCC provides brief individual, couples, and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling). In a crisis situation, please walk-in to the Student Counseling Center (SCC) any time between the hours of 8:00AM and 5:00PM to be seen by a licensed clinician. After hours, please contact UPD at 911 or text “HOME” to 741-741 24/7/365 to connect with a trained crisis counselor. The National Suicide Prevention hotline also offers a 24/7/365 hotline at 1-800-273-8255.

**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**Jaguar Writing Center:** The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The

Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in JagWire under the student services tab. Students wanting to work in real-time with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at [www.tamusa.edu/Writing-Center](http://www.tamusa.edu/Writing-Center). The Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students ([DOS@tamusa.edu](mailto:DOS@tamusa.edu)) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources they may possess.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military@tamusa.edu](mailto:military@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community.

While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other’s opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive

course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

#### Students' Rights and Responsibilities:

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

#### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

#### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and the administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

<b>Week</b>	<b>Topics and Assignments</b>	<b>Materials</b>
1 1/21/25	Introduction to Course Review Objectives, Materials, & Schedule Chapter 1: Approaching Crisis Intervention	Textbook: Chapter 1
2 1/28/25	Chapter 2: Culturally Effective Helping in Crisis Chapter 3: Intervention and Assessment Models <b>Syllabus Quiz</b> <b>Due: February 1, 2025 by midnight</b>	Textbook: Chapter 2-3
3 2/4/25	Chapter 4: Tools of the Trade Chapter 5: Crisis Case Handling Chapter 6: Phone & Online Crisis Counseling <b>Discussion Post #1</b> <b>Due: February 8, 2025 by midnight</b>	Textbook: Chapter 4-5
4 2/11/25	Chapter 7: Post Traumatic Stress Disorder Chapter 8: Crisis of Lethality Chapter 9: Sexual Assault  <b>Discussion Post #2</b> <b>Due: February 15, 2025</b>	Textbook: Chapter 7-9
5 2/18/25	Chapter 10: Partner Violence (Intimate Partner Violence and Domestic Violence) Chapter 11: Family Crisis Intervention	Textbook: Chapter 10-11
6 2/25/25	Chapter 12: Personal Loss Bereavement and Grief  <b>Article Review</b> <b>Due: March 1, 2025 by midnight</b>	Textbook: Chapter 9 & 10
7 3/4/25	Review: Chapters 1-10 <b>Midterm Exam</b> <b>Due: Wednesday, March 5, 2025</b>	Textbook: Chapters 1-10
8	<b>SPRING BREAK: 3/10/25-3/15/25</b>	Enjoy break!
9 3/18/25	Chapter 13: Crises in Schools <b>Discussion Post #3</b> <b>Due: March 22, 2025 by midnight</b>	Textbook: Chapter 13
10 3/25/25	Chapter 14: Violent Behavior in Institutions	Textbook: Chapter 14

12 4/1/25	Chapter 15: Human Services Workers in Crisis Burnout, Vicarious Traumatization, and Compassion Fatigue  <b>Discussion Post #4</b> <b>Due: April 5, 2025 by midnight</b>	Textbook: Chapter 15
13 4/8/25	Chapter 16: Disaster Response	Textbook: Chapter 16
14 4/15/25		
15 4/22/25	<b>Case Study Project (Submit Slides only)</b> <b>Due: April 26, 2025</b>	
16 4/29/25	<b>Case Study Project</b> <b>Group Presentations in Class: April 29, 2025</b>	
5/7- 5/13/25	<b>FINAL EXAM</b> <b>Due: TBD by midnight</b>	Textbook: Chapters 11-16

#### FINAL GRADE CRITERIA

Total Points Earned	Related Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F