Spring 2010
CPSE 655
School-Based Crisis Intervention

Room: 343 MCKB
Class Time: Tuesday & Thursday 4:00- 6:50
Instructor: Melissa Allen Heath, Ph.D.
Office: 340-K MCKB
Office Hours: Tuesday 3:00-4:00 & 7:00-8:00
Thursday 1:00-4:00 & 7:00-8:00
Phone: 801-422-1235 (office) & 801-422-3857 (secretary) & 801-491-8386 (home)
E-mail: Melissa_Allen@BYU.EDU

If you need an appointment outside of my office hours, please call or email to make arrangements.

Course Description:
This graduate level course will examine the history and development of crisis intervention in the schools. However, the main focus of the course will be on acquiring knowledge and developing skills required to effectively intervene and assist children, teachers, administrators, and families during times of stress and crisis. The course will also highlight the importance of prevention in decreasing the frequency and severity of crisis situations.

Course goals and objectives:
In order to receive credit for this course, the student will demonstrate:
(1) basic understanding of the history of crisis intervention.
(2) understanding of the theoretical underpinnings of crisis intervention.
(3) knowledge/understanding of basic models of crisis intervention.
(4) knowledge of ethical and professional responsibilities in the area of crisis intervention.
(5) competency in communicating with parents/guardians, teachers, and other professionals concerning children’s needs not only during and following crisis situations, but primarily in a preventative role to bolster support and strengthen coping skills.
(6) ability to identify, recommend, and implement practical school based interventions during times of specific individual or group crises.
(7) ability to assist in developing, critiquing, and reviewing specific school crisis prevention and intervention plans.
(8) ability to interface with community agencies and outside support networks to provide additional social and psychological support for children and families in need.

Students will demonstrate their knowledge and skill by:
(1) Successfully completing in-class assignments and responding effectively in role plays/scenarios.
Note: Videotapes of student role plays (part of final exam) will be evaluated for crisis intervention skills and application of knowledge.
(2) Actively participating in class discussions and demonstrating knowledge of assigned readings.
(3) Earning 85% or above on quizzes, exams, and presentations.
(4) Completing weekly activity log of experiences related to crisis intervention.
(5) In conjunction with the weekly log, completing journal entries to communicate personal/emotional responses and to demonstrate application of knowledge and skills in practicum setting.
(6) Providing pertinent information and handouts for local school district training sessions on requested topics related to crisis intervention. In class, small groups of students present 5-minute spotlights (brief 5 minute staff training with handout).
(7) Evaluating the content of and state suicide prevention plans (individual project).
(8) Outlining and presenting one children’s book with outlined bibliotherapy activity for individual or class/small groups. Each student presents one 15 minute group mini-lesson (reviewing a book and presenting an associated activity) in class to practice skills and receive constructive feedback from instructor and classmates.

Course Grading System:
130 Points: COMMUNITY SERVICE PROJECT AND/OR SCHOOL PRACTICUM EXPERIENCE (30 hours total)
Refer to the Community Service Project and School Practicum Experience information sheet for detailed breakdown of grading criteria.

1) Volunteer with an agency in the community in order to practice skills and learn about crisis experiences first-hand. This is considered a community service project--- OR ---During practicum, students may observe/participate in crisis related prevention and intervention activities in their practicum setting under supervision of their school-based supervisor--- OR ---Students may choose to participate in a local school district inservice training for crisis intervention ---OR--- Students may choose to complete Red Cross First Aid training course. NOTE—Each student completes a total of 30 hours and a summary sheet review of experiences.
(2) **Document experiences.** Documentation should include the following information (approximately two-pages): type of emergency/crisis, your participation and/or observations, those involved in assisting with the emergency/crisis, your critique of the situation regarding the effectiveness of the intervention, future recommendations to increase the effectiveness of the prevention/intervention, follow-up support for those involved (helpers and individuals involved in prevention/intervention efforts), description of supervision (*if you were involved in providing services*), and personal insights, feelings/emotional responses.

**140 Points: INDIVIDUAL PROJECT (Investigating Suicide Prevention-Intervention-Postvention Plans)**
Refer to the INDIVIDUAL PROJECT information sheet for the grading criteria and a detailed description of requirements.

**130 Points: QUIZZES** At the beginning of each class period a quiz (10 points per quiz) will be administered. Quizzes are scheduled in the syllabus. Quizzes will be administered promptly at 4:00. **No make-ups for quizzes will be offered.** Quizzes will either review previous material or will cover assigned readings for the day.

**100 Points: ATTENDANCE AND CLASS PARTICIPATION**
Attendance is very important to the student's success in this course. Critical learning occurs through role play and in-class activities. Each absence will result in a deduction of **15 points** from the attendance and class participation grade (total possible 100 points). A tardy (arriving 15 or more minutes late) will result in a deduction of **5 points**.

Two or more absences or three or more tardies (arriving 15 or more minutes late) will result in a marginal or unsatisfactory rating on the semester faculty evaluation of student’s professional disposition. The determination for marginal or unsatisfactory rating will depend on student’s reasons for being tardy or absent. Depending on the critical nature of the student’s need and the professor’s judgment, a make-up project may be offered to offset negative repercussions of late arrivals or absences. **NOTE:** Though some allowances are made, students will not receive an A in the class if there are two or more absences or 3 or more extreme tardies. Each student is required to keep track of their class attendance and tardies on the class point sheet (attached to the syllabus). For each absence, the student is required to complete a 3,000-word overview of the lecture topic, including a review of the lecture notes and assigned readings. The student is responsible for getting lecture notes from a classmate and is responsible for reading the assigned readings.

**100 Points FINAL EXAM (described on page 14 of syllabus)**
The final exam is a review of the entire course. The final exam consists of four parts: (1) written essay questions & multiple choice questions, (2) videotaped role play (self and peer reviews), (3) one completed bibliotherapy form (including a recommended activity), and crisis experiences log with summary of activities.

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**Grading Criteria**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Range</th>
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<tr>
<td>4.0</td>
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<td>3.7</td>
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<tr>
<td>2.7</td>
<td>B-</td>
<td>468-479</td>
<td>78% - 80%</td>
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GRADE-SHEET----CPSE 655

Spring Semester 2010

NAME: _______________________

CLASS ATTENDANCE & WEEKLY QUIZ

T=TARDY, A=ABSENT, P=PRESENT

attendance ___________ Quiz (max 10 points per quiz)

<table>
<thead>
<tr>
<th>Date</th>
<th>Attendance</th>
<th>Description</th>
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<tbody>
<tr>
<td>April 27</td>
<td>No Quiz</td>
<td>first day of class</td>
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<tr>
<td>April 29</td>
<td></td>
<td>Suicide --Greg Hudnall &amp; Cathy Bledsoe Provo School District</td>
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<tr>
<td>May 4</td>
<td></td>
<td>Crisis Intervention Skills</td>
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<td>May 6</td>
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<td>Crisis Plans (bring your district or school crisis plan)</td>
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<td>May 11</td>
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<td>Death &amp; Serious Illness—Rachel &amp; Janine present on traumatic grief (Cohen book &amp; NCTSN website)</td>
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<tr>
<td>May 13</td>
<td></td>
<td>Aggression, Guns, Drugs, Gangs-----NATASHA presents on Gang prevention /intervention</td>
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<tr>
<td>May 18</td>
<td></td>
<td>“Normal” Types of Crisis —Sterling presents on cyber-Bullying</td>
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<td>May 20</td>
<td></td>
<td>Fear &amp; Anxiety—JENNA presents: “Scared Child” (15 minutes)</td>
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<td>May 25</td>
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<td>Prevention &amp; Professional Burnout—JILL presents on avoiding burnout</td>
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<tr>
<td>May 27</td>
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<td>Media &amp; Communication----JENNA presents SAMHSA Communication booklet</td>
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<tr>
<td>June 1</td>
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<td>Abuse: emotional, physical, or sexual, PTSD-----NATASHA presents on therapy with abused &amp; CASEY presents on working with teens with emotional, physical and sexual abuse</td>
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<tr>
<td>June 3</td>
<td></td>
<td>Training Staff, Effective Instruction; Legal Issues—JULIA &amp; ??? present on engaging staff participation</td>
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<tr>
<td>June 8</td>
<td></td>
<td>Cultural Issues in Responding to Tragedy—JEFF &amp; WANG presents on international tragedies and disaster mental health—(include language &amp; religious/spiritual issues)</td>
</tr>
</tbody>
</table>

Note: Individual Projects Due & In class presentations on June 8 & June 10

Wednesday June 16  7:00am-8:50am---- FINAL EXAM—(in-class). Final video role play is included in final exam grade. Final Exam breakdown of point and grading rubric are included in this syllabus (see page 14).

The written portion of the final exam covers the entire course. The final exam consists of three parts: (1) written essay questions & multiple choice questions, (2) videotaped role play (self and peer review), and (3) Bibliotherapy form with associated activity. All materials are due on or before Wednesday June 16 at 7:00 am

NOTE: Because of in-class learning activities, attendance is imperative. Absences results in 15 point deduction from class attendance grade, tardy of 15 minutes or more is a deduction of 5 points.

No make-ups will be offered for missed quizzes.

130 Points: 30 hours of COMMUNITY SERVICE PROJECT &/OR SCHOOL PRACTICUM EXPERIENCE
140 Points: INDIVIDUAL PROJECT (State Suicide Plans & 3 interviews)—see syllabus page 9
130 Points: QUZZES (10 pts per quiz)
100 Points: ATTENDANCE AND CLASS PARTICIPATION —includes presentation on an assigned topic
100 Points: FINAL EXAM: exam, video role plays (self & peer review), & bibliotherapy form with associated activity

TOTAL POINTS (total of 600 possible points)

Grading Criteria

<table>
<thead>
<tr>
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<tr>
<td>D</td>
<td>449-458</td>
<td>72% - 75%</td>
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<tr>
<td>F</td>
<td>Under 449</td>
<td>Under 72%</td>
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</tbody>
</table>
NOTE:
Student performance, specifically in the areas of knowledge, skills, and professional disposition, will be assessed during the course. This information will be reviewed during the semester faculty evaluations of student progress. The student will be apprised of their standing midway through the course and after all course assignments are graded. If a student’s performance is unsatisfactory in any of these three major areas (knowledge, skills, and disposition), the professor will set up an interview with the student to discuss a possible remediation plan.

1. **KNOWLEDGE:** Students earning a semester total of 479 points or below (a grade of \"B-\" or less), below 80% on their semester’s total quiz scores or below 80% on their final exam score will be considered unsatisfactory in their knowledge base. Marginal performance will be designated to students earning between 80-85% on their semester’s total quiz grades or final exam score.

2. In order to assess SKILLS, students will be provided with both peer and professor’s feedback to videotaped crisis vignettes and in class role-plays. Students will also be self-evaluating their own helping skills and making plans for improvement and evaluating/measuring improvement (goal setting). PROFESSIONAL DISPOSITION will be assessed in terms of promptness to class; quality of preparation for class (completing readings and contributing to class discussion); sensitivity and responsiveness to ethical and legal matters; sensitivity to multicultural considerations and individual diversity; consistency of attention and interpersonal involvement in class; openness/responsiveness to feedback; cooperation and collaboration in group learning activities; and feedback regarding professional disposition from practicum sites.

Students will be apprised of their progress throughout the semester (grades on quizzes, feedback on videotaped scenarios, feedback on peer-reviewed work, etc.) and will receive formal written feedback from the professor midway through the course and upon completing course assignments/requirements. Regarding their performance in CPSE 655, students will be informed by the professor in writing of information shared in faculty meeting end of semester student evaluations.

**Required Texts:**


**Suggested Readings:**


*Crisis Intervention* (Nancy Webb)

*Living with Grief: Children, Adolescents, and Loss* (Paperback) (Doka)

**Internet Site Downloads:**


**Organizations with Crisis Information:**
National Center for PTSD (Post Traumatic Stress Disorder) [http://www.ncptsd@ncptsd.org](http://www.ncptsd@ncptsd.org)

American Association of Suicidology
http://www.suicidology.org
Center for Mental Health in Schools
http://smhp.psych.ucla.edu/
National Child Traumatic Stress Network - Child Trauma Home
http://www.nctsnet.org/nccs/nav.do?pid=hom_main
National Organization for Victim Assistance (NOVA)
http://www.try-nova.org
NASP-National Emergency Assistance Team (NEAT)
http://www.naspweb.org
Federal Emergency Management Agency (FEMA)
http://www.fema.gov/kids/
National Association of School Psychologists (NASP)
National Center for Mental Health Promotion and Youth Violence Prevention
http://www.promoteprevent.org/Resources/briefs/mental%20health.html
Red Cross Masters of Disaster (teaches kids prevention skills, crisis response, & survival skills)
http://www.redcross.org/disaster/masters/
SAMSHA Disaster Mental Health Assistance Center
http://mentalhealth.samhsa.gov/dtac/resources.asp
SAMHSA Matrix: Disaster Readiness & Response
http://www.samhsa.gov/Matrix/matrix_disaster.aspx

April 27--Tuesday
OVERVIEW OF COURSE
Review Course Objectives and Calendar
Review Grading/Evaluation Criteria
Review Model/Format Individual Project and Community Service Project & Practicum Experience
Lecture: (a) Background History of Crisis Counseling & (b) Crisis Intervention in the Schools
SUPPLEMENTARY READING
Preparing for Crises in the Schools (Brock Sandoval & Lewis), pages vii-20
Crisis Interventions in the Schools (Pitcher & Poland), pages 1-62
Trauma in the Lives of Children (Johnson, K. 1998), What Schools Can Do, Chapter 3

April 29 -Thursday
Lecture: SUICIDE
REQUIRED READING: Cohen, Mannarino & Deblinger -- intro pages preliminary to -19
Heath & Sheen: pgs 82, 118, 121, 125, 126
Supplemental Readings:
School Crisis Management: pgs 55-56; 193-196
Crisis Intervention Strategies, pgs 537-549 (4th ed) or pgs 180-213 (6th ed.)
pgs 31-32; 109-116; 120-121; 179-184; 219-220; 256-270; 366-168 Preparing for Crises in the Schools (Brock Sandoval & Lewis)
pgs 70-73 Crisis Interventions in the Schools (Pitcher & Poland)
pgs 137-176 Crisis Prevention and Response: A Collection of NASP Resources (NASP)
IN CLASS ACTIVITIES: Role play

May 4- Tuesday
Lecture: (1) CRISIS INTERVENTION SKILLS, (2) UNDERSTANDING THE NEEDS OF THOSE IN CRISIS
(3) BIBLIOThERAPY
REQUIRED READING: Heath& Sheen: pgs 1-63
Cohen, Mannarino & Deblinger pages 20-31
Supplemental Reading: School Crisis Management: pgs 3-17
IN CLASS ACTIVITIES: role playing crisis skills and strategies
Lecture will review: Crisis Intervention Strategies, Chapters 1 & 2 & 3, pgs 3-126 (4th ed) or pgs 3-122 (6th ed.)

May 6 - Thursday
Lecture: DESIGNING DISTRICT WIDE CRISIS PLANS
REQUIRED READING: Cohen, Mannarino & Deblinger pages 32-45
Heath & Sheen: pgs 23-43
Supplemental Reading:
pgs 20-92 Preparing for Crises in the Schools (Brock, Sandoval, & Lewis)
School Crisis Management, pages 3-86; 74-86
pg 41 (in Resources) Crisis Response Teams a Must for All School Districts (by: Al Neuhaus)
pgs 133-178 Crisis Interventions in the Schools (Pitcher & Poland)

IN-CLASS ACTIVITIES: Evaluating school crisis plans (if possible, bring a plan from your internship or practicum district)

May 11 - Tuesday
Lecture: DEATH and SERIOUS ILLNESS
REQUIRED READING: **Heath & Sheen: pgs 64-76
**Cohen, Mannarino & Deblinger pages 67-74

Supplemental Reading:
Crisis Intervention Strategies, Chap 9, Personal Loss: Bereavement & Grief, pages 420-468 (4th ed.) or 362-401 (6th ed.)
The Scared Child, Chapter 5, Death: Coping with Loss, pages 43-59
Living with Grief: Children, Adolescents, and Loss
pgs 49-50 (NASP Resources) Bereaved Children Speak (Dorothy M. Vacca)
pgs 51-59 (NASP Resources) Children and Reactions to Death (Charles P. Heath)
pgs 64-65 (NASP Resources) School’s Response to Suicide, Death and Loss (Peter Sheras)
pgs 66-67 (NASP Resources) What to Say When Someone Dies (Ann Mueller)
IN CLASS ACTIVITIES: Role Plays & Bibliotherapy

May 13 – Thursday
Lecture: AGGRESSION, GUNS, DRUGS, & GANGS
REQUIRED READING: Review: Early Warning/Timely Response - From the NASP website
Cohen, Mannarino & Deblinger pages 7-66

Supplemental Reading:
Brock, Sandoval and Lewis--pg 220- pgs 222-270
pgs 21-23; 78-88; 93-109 Crisis Interventions in the Schools (Pitcher & Poland)
pgs 1-21, 39-68 (Canter & Carroll)
IN CLASS ACTIVITIES: Role play aggression and violence scenarios & Bibliotherapy

May 18 - Tuesday
Lecture: “NORMAL” TYPES OF CRISIS
REQUIRED READING: Heath & Sheen: pgs 77-130
Cohen, Mannarino & Deblinger pages 67-74
Bibliotherapy (1) helping children learn to cope with divorce issues and (2) helping children learn to cope with serious illness or death. In class activity: Prepare an outline of a post-reading activity for bibliotherapy.

Supplemental Reading:
pgs. 12-19 (Brock Sandoval & Lewis)
pgs 69-70 (Pitcher & Poland)
pgs 23-38 (Canter & Carroll)

May 20 - Thursday
Lecture topic: FEAR AND ANXIETY
REQUIRED READING: Cohen, Mannarino & Deblinger pages 75-86

Supplemental Reading:
The Scared Child, pages 3-39 and 125-133
Brock, Sandoval and Lewis- pgs. 356-359
pgs 63-67 Crisis Interventions in the Schools (Pitcher & Poland)
IN CLASS ACTIVITIES: Role plays & Bibliotherapy

May 25 - Tuesday
Lecture Topic:
(1) THE ROLE OF PREVENTION: SCHOOL-WIDE PROGRAMS
(2) PROFESSIONAL BURNOUT
REQUIRED READING: Heath & Sheen: pgs 150-159
Cohen, Mannarino & Deblinger pages 87-98

Supplemental Reading:
School Crisis Management, pages 87-101
Crisis Intervention Strategies, pages 609-646 (4th ed.) or **pgs 530-558 (6th ed.)
pgs 284-292, 347-355 (Brock, Sandoval, & Lewis)
pgs 146-150, 167-169, 179-201, 211-214, 220-223 (Pitcher & Poland)
pgs 36-43 (Bell)

IN CLASS ACTIVITIES: Role play a debriefing situation

May 27 - Thursday
Lecture Topic: MEDIA AND COMMUNICATION
REQUIRED READING: (1) Heath & Sheen: pgs 54-57; (2) BOOKLET: SAMSHA (Melissa will share these with the class)
(3) Cohen, Mannarino & Deblinger pages 99-106

Supplemental Reading:
pages 360-374 (Brock, Sandoval & Lewis)

NO MAN IS AN ISLAND: THE MEDIA’S EFFECT ON CHILDREN: hyper awareness & perception of danger
IN CLASS ACTIVITIES: Small group discussions about Media and Communication

June 1 – Tuesday
Lecture topic: Abuse: emotional, physical, or sexual, PTSD
REQUIRED READING: (1) Heath & Sheen: pgs 55, 116-117, 122-124; (2) DSM-IV--- PTSD section (Melissa will provide this for class)
(3) Cohen, Mannarino & Deblinger pages 107-118

(3) The Scared Child, pages 3-39

IN CLASS ACTIVITIES: Role plays & Bibliotherapy
NOTE NEXT WEEK: IN-CLASS ACTIVITY Small group presents a 5-minute staff training (pick a topic of your choice)

June 3 - Thursday
Lecture topic: Training Staff, Effective Instruction; Legal Issues
REQUIRED READING: (1) Heath & Sheen: 142-149; (2) Cohen, Mannarino & Deblinger pages 119-135

Supplemental Reading:
Review School Crisis Management Handouts in the back of the manual
School Crisis Management, pgs 1-2
Review handouts and training materials available online
pgs 301-346 (Brock, Sandoval & Lewis)
Crisis Intervention Strategies, pgs 118-122 (4th ed.) or pgs 93-95; 119; 434-440,
VIDEO TRAINING - list of available videos on crisis intervention
IN CLASS ACTIVITIES: STAFF TRAINING Small groups present a 5-minute staff training (topic of your choice)

June 8 – Tuesday ------Due Individual Project (page 9 of syllabus)
(1) Lecture topic: CROSS CULTURAL ISSUES IN RESPONDING TO TRAGEDY
REQUIRED READING: Cohen, Mannarino & Deblinger pages 136-156
Readings listed below will be sent via e-mail)

Supplemental Reading:
Read: Crisis Intervention Strategies (6th ed.): pgs 22-34
pgs 201-221, 360-374 (Brock, Sandoval, & Lewis)

IN CLASS ACTIVITIES: Role Plays
Bibliotherapy
CLASS DISCUSSION & State Suicide Prevention Projects (15 minute presentations): See page 9- Individual Project
REVIEW: Pulling together & organizing handouts & basic study guide for final

**June 10 Thursday**

REQURED READING: Cohen, Mannarino & Deblinger pages 157-198

(1) CLASS PRESENTATIONS State Suicide Prevention Plan Projects (15 minute presentations)

(2) REVIEW FOR FINAL EXAM

**Wednesday June 16 7:00am-8:50am---- FINAL EXAM**

REQURED READING: Cohen, Mannarino & Deblinger pages 199-239

The final is an in-class exam. DUE on or before June 16 at 7:00 am

---Description of experiences--activities and training, bibliotherapy form and activity, and 5 minute videotaped crisis vignette (with self and peer review)

Respecting individual and group differences is not only a professional issue, it is a basic tenet of Brigham Young University’s honor code. Disrespect or discrimination will not be tolerated.

**Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

**Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5859, D-282 ASB.
TOPIC: SUICIDE Prevention, Intervention, and Postvention

(1) STATE CRISIS PLANS

(a) CHECK this site for your STATE Suicide Prevention PLANS: Suicide Prevention Resource Center  SPRC  http://www.sprc.org/stateinformation/plans.asp  
Copy an electronic file of your states’ plans, materials available on each of your state’s websites.

(b) DATA: Enter data about your states’ plans in the excel file (Melissa sends you the excel file via e-mail). A hard copy of the excel file categories are provided in class.

(c) Collect a hard copy of each of your states’ Suicide Prevention Plans: NOTE: Only print out your States’ Suicide prevention plans’ Table of Contents  
Identify STATE & website at the top of all hard copies.

(2) INTERVIEWS
Conduct three 20-minute interviews (Greg Hudnall will provide contact information ASAP)  
Follow outlined script and questions  
Type interview notes (from 3 interviews) & include your perceptions  
Save electronic file of interview notes and perceptions in your electronic “Jane Doe Interview” folder.

ORGANIZE PROJECT:  
Organize & store all collected information in one major folder “Jane Doe 655 project” with subfolders for each state, excel data, and interviews.  
   Options: If less than 2 megabytes, send info to me electronic files & folders via e-mail.  
   If more than 2 Megabytes, burn info on a CD or bring a flash drive to class and download info onto my laptop.

DUE DATE:  Projects are due June 8 4:00 (beginning of class)

POINTS FOR INDIVIDUAL PROJECT
50  3 completed 20-minute interviews (with typed notes)  
50  Review 5 State Suicide Prevention Plans  
   Select 2 best to review in class (data entered in excel file)  
25  Review 3 Large District Plans  
   Select 1 best district plan to review in class  
15  JUNE 8 & June 10  participate in-class review of crisis plans  
140  total possible points

RESOURCES TO ASSIST IN REVIEWING SCHOOL CRISIS PLANS:
(1) NOTE: Reviewing chapter 3 & 4 pages 25 – 51 in Johnson’s *School Crisis Management* and chapters 5 & 6 pages 65-123 in *Preparing for a Crisis in the Schools* (Brock, Sandoval, & Lewis)- will assist you in evaluating the school district’s crisis plan.

(2) *Emergency Exercises: An Effective Way to Validate School Safety Plans*

Volume 2 - Issue 3, 2006

Who to contact regarding this publication: Mark Weimerskirch - lead author. Tara Hill tara.hill@ed.gov;
Michelle Sinkgraven at michelle.sinkgraven@ed.gov; or Sara Strizzi at sara.strizzi@ed.gov.

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SELF-EVALUATION QUESTIONNAIRE

This website has a list of questions to stimulate thought and discussion among teachers, staff and local law enforcement and emergency services officials. This list can be helpful in evaluating your school’s preparedness to deal with school safety issues.


This report (above) lists ways schools and communities can develop crisis plans. They list ways to identify and measure problems, how to set measurable goals, how to identify research-based programs and strategies, how to implement a comprehensive plan (gearing up for implementing the plan, and how to evaluate the plan and how to revise the plan based on the findings from the evaluation.

The following paragraphs are copied from this website.

There are three kinds of evaluation: **process, outcome, and impact**. A process evaluation describes and assesses the quality of implementation activities. An outcome evaluation studies the immediate or direct effects of an intervention. An impact evaluation looks beyond the immediate results of policies, instruction, or services to identify longer-term as well as unintended effects. It also examines what happens when several programs and strategies operate in unison. Ideally, an evaluation of the plan's programs and strategies compares groups before and after the plan is implemented. Data from surveys, interviews, incident records, disciplinary referrals, and other relevant information need to be collected before and after the implementation of the plan's programs and strategies to assess whether the plan is having the desired effects on student attitudes, beliefs, and behavior. In this way, the evaluation tells us whether anything has changed and whether the change is attributable to the specific intervention. If improvements are greater in the intervention group than in a comparison group (one that did not receive the intervention, received it to a lesser extent, or received something different), the intervention is considered a success. This type of evaluation effort requires careful selection of research design, methods, and instruments. It makes sense to seek professional help from evaluation experts through local universities or evaluation research organizations.

*Revise the plan on the basis of the evaluation.*

A well-designed evaluation yields useful information. The results may suggest that changes should be made in the selection of programs and strategies, that additional training is warranted, or that other people need to be involved. If a school administers a comprehensive school safety plan for several years with little impact on violence, perhaps an entirely new plan needs to be implemented. Recommendations for improvement are identified through interviews with the stakeholders, surveys, or focus groups. These assessments reveal which activities were most effective, what materials worked best, how barriers were overcome, and what type of students received the most or least benefit and why.
**Community Service Project and School Practicum Experience**

In order to practice skills and learn about crisis intervention first hand, each student is required to volunteer with a community agency involved with crisis intervention and emergency care ---OR--- experiences in a school setting related to crisis intervention. This is considered a community service project. You are required to complete **30 hours** (including training and participation) in a community based experience. Time will be set aside in class to share and process your experiences. Students keep a log of service hours and experiences. Your grade for this class requirement (130 total points) will be determined by:

- **70 points** Successfully completing 30 hours of crisis intervention related service (including training)
- **30 points** Keeping log of hours and experience & reflection paper describing experiences
- **30 points** Sharing your learning experiences during class discussion

**Practicum Site Experiences**

Participate with your supervisor/mentor in providing services. Although you cannot be assured 30 hours of crisis related experiences, this would be the most convenient and relevant way to meet the 30 hour criteria.

**Suggestions for Crisis Activities in the Community:**

**OPPORTUNITY: Participation in Crisis Research and Program Planning**

- **BYU or Provo School District/Provo Community Crisis Prevention/Intervention Projects**
  - Program Planning, Grant Writing, and Literature Reviews for Grant Writing
    - Reducing school dropout/truancy (Provo ISD - Cathy Bledsoe or Greg Hudnall)
    - School Staff Training for Crisis Intervention (Melissa Allen)
    - Suicide Prevention – Provo Community Project HOPE (Cathy Bledsoe or Greg Hudnall- Provo ISD)

**Wasatch Mental Health**

- Contact: 342-4204
- They like people to volunteer at least 20 hrs.
- 2-hr. training seminar
- Drug screening & background check

**Family Support & Treatment Center**

- Contact: 229-1181
- Has a 24-hr. nursery where parents in crisis can drop off their children

**The Crisis Line**

- Contact: Anthony (cell): 368-1031—this was a contact from last year
- Help answer crisis calls
- Call Anthony’s cell # and he will set you up. They are happy to take volunteers.

**The Center for Women & Children**

- Contact: 356-2511
- Note: There is a 24-hr. training
- This center asks for a year commitment. If you are willing to commit for a year, this place is an option.

For other opportunities that may be newly available, call United Way Volunteer Center at 374-8108; or call the United Way Referral Center at 374-6400.
BIBLIOThERAPY FOR CHILDREN

Each student selects one book to match the day’s lecture topic: See sign-up sheet

**Note:** Please only submit a book that you consider to be of high quality.

Type of emotional/crisis issues addressed:

Author/authors

Year of Publication:

Book Title:

ISBN #:

Age level:

# of pages:

Quality of illustrations

Brief summary (a short paragraph is sufficient):

Describe how you might use this book in group or individual counseling. Include a suggested post-reading activity. Please take time to develop a really good activity that engages children and provides an opportunity to extend learning into practical application.
Documentation of Crisis Intervention

Date:
Type of emergency/crisis:

Your participation and/or observations:

List positions/titles (not names) of those involved in assisting with the emergency/crisis:

Your critique of the situation regarding the effectiveness of the intervention:

Your suggested future recommendations to increase the effectiveness of the intervention:

Follow-up support for those involved (helpers and individuals involved in the intervention efforts):

Description of supervision (if you were involved in providing services):

Personal insights, feelings/emotional responses:
CPSE 655 Final Exam Grading Rubric

The final exam is a review of the entire course. The final exam consists of three parts: (a) written essay questions & multiple choice questions, (b) videotaped role play (self and peer review), and (c) one completed bibliotherapy form.

All materials are due on or before Wednesday June 16 before 7:00 am.

NOTE: Videotaped vignettes/role plays (self and peer review of videotape) are also due June 16 prior to 7:00 am.

### POINTS: 100 total pts DESCRIPTION of REQUIREMENT

- **50** In-Class exam: 6 written essay questions (30 pts) & 20 multiple choice questions (20 pts)
- **20** Videotaped role play (averaged peer, self, and professor rubric evaluation points)
- **5** Self feedback on Role play—written evaluation
- **5** Peer review feedback on role play—written evaluation

Students’ scores will be averaged with a faculty reviewer’s scores

- **15** Experience log of crisis hours and documentation of experiences
- **5** Bibliotherapy form with activity

### ROLE PLAYS

655 Crisis Counseling Skills

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>position (score range 0-4)</td>
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<tr>
<td>body language (score range 0-4)</td>
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<tr>
<td>speech (score range 0-4)</td>
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<tr>
<td>action plan (score range 0-4)</td>
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<tr>
<td>follow-up (score range 0-4)</td>
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</table>

TOTAL (20 possible points)

### SCORING:

0= No evidence of skill or this type of intervention would do harm
1 = Minimal skill; minimal support for student, but better than nothing
2= Basic skill—adequate—what you would consider adequate to fit the need of a crisis situation—attends to important points
3= Above average skill, attends to important points and builds a sense of hope, appears confident and calm. Student would be comfortable with this type of psychological first aid
4= Exceptional skill indicates that student would feel very comfortable with this type of intervention, appears confident and calm; empowers those involved, puts all at ease and there is a feeling of safety and trust

ROLE PLAY: Identify specific strengths in the role play

ROLE PLAY: Identify specific parts that might be strengthened (explain how to strengthen these weaker spots)
Each student signs up for one Topic/Time

<table>
<thead>
<tr>
<th>TOPIC &amp; Date</th>
<th>NAME</th>
<th>NAME</th>
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</thead>
<tbody>
<tr>
<td>April 27</td>
<td></td>
<td></td>
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<tr>
<td>first day of class--INTRODUCTION</td>
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<tr>
<td>April 29</td>
<td></td>
<td></td>
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<tr>
<td>Suicide</td>
<td>GREG HUDNALL &amp; CATHY BLEDSOE</td>
<td></td>
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<tr>
<td>May 4</td>
<td></td>
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<tr>
<td>(a) Basic Crisis Intervention Skills</td>
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<td>(b) Bibliotherapy</td>
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<td>May 6</td>
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<tr>
<td>Crisis Plans</td>
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<tr>
<td>May 11</td>
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<tr>
<td>Death &amp; Serious Illness</td>
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<tr>
<td>May 13</td>
<td></td>
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<tr>
<td>Aggression, Guns, Drugs, Gangs</td>
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<tr>
<td>May 18</td>
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<td>“Normal” Types of individual Crises</td>
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<tr>
<td>May 20</td>
<td></td>
<td></td>
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<tr>
<td>Fear &amp; Anxiety</td>
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<td>May 25</td>
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<tr>
<td>Prevention &amp; Professional Burnout</td>
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<tr>
<td>May 27</td>
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<tr>
<td>Media &amp; Communication</td>
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<td>June 1</td>
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<tr>
<td>Abuse: emotional, physical, or sexual, PTSD</td>
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<td>June 3</td>
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<tr>
<td>Training Staff, Effective Instruction; Legal Issues; 5-minute staff training (small group picks topic of choice)</td>
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<td>June 8</td>
<td></td>
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<tr>
<td>(a) Cultural Issues in Responding to Tragedy &amp; (b) Presenting projects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: All Individual Projects Due

June 10  ---Last day of class
Presenting projects
Each group of three students presents on one topic and prepares a one-page handout on topic.

TIME LIMIT = 5 minutes

<table>
<thead>
<tr>
<th>GROUP of STUDENTS (maximum of 3 students to a group)</th>
<th>TOPIC</th>
</tr>
</thead>
</table>
| 1  
2  
3                                                  | Grief and death      |
| 1  
2  
3                                                  | Aggressive behavior  |
| 1  
2  
3                                                  | Fear and anxiety     |
| 1  
2  
3                                                  | Sexual abuse         |