

Crisis Intervention And Crisis Therapy

PSYC-539

Summer 2025

Instructor: Jeremy Jewell, Ph.D.
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Class Location: Alumni Hall, Room 0201
Class Times: MTWR 9:00 – 12:15 (see schedule for exceptions) 7/7/25 – 7/24/25

Required Texts:

Brock, Nickerson, Reeves, Connolly, Jimerson, Pesce, & Lazzaro (2016). *School Crisis Prevention and Intervention: The PREPaRE Model, 2nd Edition*. NASP Publications, Bethesda, MD.

Other readings as assigned

Course Description and Goals:

This course is designed to examine crisis theory, general models of crisis intervention, and specific strategies for intervening in a variety of crisis situations. Crisis intervention at the individual, group, and systems levels will be discussed as well.

Classroom Format

Class time will be spent on lecture as well as discussions of the assigned material. In addition, class time will also be spent role-playing crisis intervention techniques and other active learning exercises as well as student presentations on their site visits to community agencies that provide crisis intervention services. The course schedule below lists dates and assigned readings. Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process.

Learning Objectives:

- Develop a basic understanding of the history of crisis intervention and crisis theories
- Gain knowledge of the general models of crisis intervention and the skill to apply them
- Examine the current research in the areas of school and community crisis
- Develop the knowledge and skills necessary to collaborate with school personnel, parents, and community members in the aftermath of various crises
- Gain knowledge in the application of crisis intervention techniques specific to particular crisis situations (e.g., suicide, death, natural disasters, sexual abuse or trauma, etc.)
- Become familiar with various models of assessment and the related instruments necessary to utilize during crises
- Become familiar with local, state, and national resources and agencies specializing in various models of crisis intervention

- Gain knowledge in various models of crisis intervention, assessment instruments, crisis planning, and service delivery in a variety of local agencies
- Develop the knowledge and skills necessary to provide crisis intervention services at the individual or system-wide level alone or as part of a crisis response team
- Gain the knowledge necessary to develop a systems-wide crisis response plan

Grading

Students' grades will be determined by the following:

Reflection Papers – 10 points each (80 points total)
Evidence Based Intervention / Prevention Paper – 60 points
Crisis Plan – 40 points
Agency Presentation – 40 points
Agency Report– 40 points
Exam – 70 points
Class Participation – 30 points

Late assignments will be charged a 10% penalty for every day late.

Final grades are as follows:

333+ points = A

306 - 332 = B

279 - 305 = C

252 - 278 = D

<252 points = F

Course Requirements

Reflection Papers

Students are required to submit a reflection paper at the beginning of class (see calendar/schedule). The topic of the papers will be a reflection on questions given to the student prior to its due date. Students should attempt to integrate their own personal opinions and experience as well as information from readings for the topic into an answer and discussion of the assigned questions. The purpose of the papers is not merely to give students “busy work”, but to organize students’ thoughts and opinions on the readings so that they are better prepared to discuss these readings during class. Papers should be about 1-2 pages in length, typed and double-spaced. Late papers will not be accepted.

Agency Presentation

In pairs, students will visit an agency that is supplying crisis intervention services to the community. Students are to interview **(in person if possible or by zoom if necessary)** various staff at the agency regarding: Services offered, populations served, intervention models implemented (distribute any

training materials if appropriate), fees charged, perceived needs of the community, contextual variables impacting services delivery and efficacy of interventions, and any other pertinent information. Students will then give a 15-20 minute presentation (strictly timed) on the findings of their interviews. Students should be knowledgeable enough of their agency that they can answer detailed questions at the end of the presentation. Handouts from the agency as well as those produced by the student are required as well. Students will choose the type of agency to interview on the first day of class. Students will give their presentations on the last day of class.

Agency Report

Each student will **independently** prepare a 4 to 6 page, double-spaced report. This report will consist of the agency report that both summarizes the findings of their interviews and gives their professional opinion of the agency's current mission, effectiveness, strengths, and areas for possible improvement. Reports are due on the last day of class, and will be graded on thoroughness and clarity.

Evidence Based Intervention / Prevention Program Paper

Students are to complete an 8-10 page (not including title and reference pages), double spaced paper on a topic that is relevant to an area of crisis intervention. Specifically, students should review EITHER two specific evidence based treatments (interventions) related to the topic OR two specific prevention programs that are evidence based. Papers should include: 1) description of the intervention or prevention program 2) review of available evidence supporting its effectiveness and 3) special considerations, generalizable populations, etc. related to the programs. The paper should be written in APA style. Topics for the research paper should be limited to those topics covered in this course, examples of possible topics include: Rape, suicide, divorce, etc. Late papers will incur a 10% late penalty for every day late. Papers will be graded on thoroughness, clarity, depth of analysis, relevance of references, adherence to APA formatting, and grammar and spelling. **The paper is due after the completion of the workshop by noon on 8/7, to be delivered by email to Dr. Jewell.**

Exam

For the exam, students will be given a case study for which they must develop a crisis intervention plan at the level of the individual as well as the various systems relating to the individual.

Crisis Plan

Students will write a crisis plan regarding a crisis topic that they have presented on. The plan should chronologically lay out steps to be taken in case of the crisis with responsibilities assigned to various clinic or school staff as appropriate. Students should keep in mind the rules of confidentiality with regard to the type of crisis when developing the plan. The appearance of the plan should be user-friendly, clear, and concise. **This assignment is to be done independently and is due after the completion of the workshop by noon on 8/7, to be delivered by email to Dr. Jewell.**

Tentative Topic Schedule

DAYS HIGHLIGHTED IN YELLOW REQUIRE YOU TO WATCH A VIDEO LECTURE BEFOREHAND

Additional readings and video lectures in mp4 format can be found here: https://siuecougars-my.sharepoint.com/:f/g/personal/jejewel_siue_edu/EvJeEYuiwAFMnlngNY7ORD8BZy7UvuR1HHI94Q5m43H70w?e=pZworm

DATE	TOPIC	READINGS / VIDEO LECTURE/REFLECTION TOPIC
7/7	Orientation Introduction to crisis theory Model of crisis intervention	Chpt. 1 (Brock, et al., 2016) Video Lecture 1 Week 1 Chpts. 3, 4, 5, 6 (Brock, et al., 2016) Day 1 reflection topic paper due
7/8	School crisis prevention and preparedness School Crisis Teams	Chpts. 7,8, 9 (Brock, et al., 2016) Video Lecture 3 Week 1 Day 2 reflection topic paper due
7/9	Reaffirm / Ensure safety Natural disasters	Chpts. 11, 12 (Brock, et al., 2016) Chpt. 30 (Brock & Jimerson, 2012) Day 3 reflection topic paper due
7/14	Assessment & triage	Chpts. 13, 14 (Brock, et al., 2016) Video Lecture 6 Week 2 Day 4 reflection topic paper due
7/15	Classroom and individual intervention	Chpts. 15 - 19 (Brock, et al., 2016) Video Lecture 8 Week 2 Day 5 reflection topic paper due
7/16	Suicide & death/grief	Chpts. 24, 26, & 27 (Brock & Jimerson, 2012) Day 6 reflection topic paper due
7/17	Abuse and neglect Teen pregnancy	Chpt. 10 (Kanel, 2011)
7/21	School violence Divorce	Chpt. 25 (Brock & Jimerson, 2012) Kid First & Teen First (Jewell, 2015) Day 8 reflection topic paper due
7/22	Review for Exam	Day 9 reflection topic paper due
7/23	Exam	
7/24	Course integration and evaluation Review Exam results Class Presentations	

DAY	Reflection Paper Topic/Question
1	Bring 3 questions you have about the readings.
2	What questions do you have about your role in the crisis team?
3	Describe at least three ways that natural disasters are different than individual crises.
4	Describe 3 reasons why assessment as part of crisis intervention is important.
5	Bring 3 questions you have about the readings.
6	What are some myths about suicide? Describe why they might exist.
8	In recent years there has been a movement to “tighten” security in schools despite the fact that violence in schools has been declining. Discuss options available for schools regarding security and the advantages and disadvantages of this movement.
9	Bring 3 questions you have about the final exam.

Additional Requirements

Perfect class attendance is expected. Any student needing to be absent due to an emergency should contact the instructor as soon as possible regarding the absence. More than one absence may result in the student’s removal from the class.

Notice

1. Students with documented disabilities should notify the instructor regarding any needed accommodations at the beginning of the course.

2. Withdrawal from Classes and Incomplete Grade Policies

This policy statement will be included on all Psychology syllabi. (approved on 4-7-06)

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by the end of the 6th week of an 8-week summer term. When students discontinue attending class and do not withdraw from a course they may receive the grade of UW (Unauthorized Withdrawal). The grade of UW will only be given when a student’s grade based on the course requirements is an F. The grade of UW is calculated as an F in a student’s grade average.

The granting of a grade of I (Incomplete) is not automatic and is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the work not later than the end of the following semester. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the student’s grade will be changed from I to F.

3. The Psychology Department's Policy on Plagiarism: Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.