1. This request is submitted by the Department of _____________________________
   Department of Educational Psychology

2. Course prefix, number and complete title of course: __________________________
   SPSY 613 - Crisis Intervention in the Schools

3. Course description (not to exceed 50 words): _______________________________________________________________________
   Fundamentals of school-based crisis intervention; emphasis on personal and situational
   crises, and the development and implementation of crisis intervention and prevention plans within the school setting; differing models of
   crisis intervention, models of coping with crisis and critical incidents, and the efficacy of crisis intervention.

4. Prerequisite(s): _____________________________
   Cross-listed with: _______________________________________________________________________
   Cross-listed courses require the signatures of both department heads.

5. Is this a variable credit course?  □ Yes  □ No  If yes, from ________ to ________
6. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester?  □ Yes  □ No
7. Has this course been taught as a 489/689?  □ Yes  □ No  If yes, how many times? ________
   Indicate the number of students enrolled for each academic period it was taught. 05A - 8 students and 07C - 8 students

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   M.S. or Ph.D. in Educational Psychology

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
   Attach approval letters.

10. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>SPSY</td>
<td>613</td>
<td>CRISIS INTERVENTIONS SCH</td>
</tr>
</tbody>
</table>

Approval recommended by:

Head of Department _____________________________ Date

Head of Department (if cross-listed course) _____________________________ Date

Chair, College Review Committee _____________________________ Date

Dean of College _____________________________ Date

Dean of College _____________________________ Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services _____________________________ Date

Effective Date

1 of 8 B20
Crisis Intervention in the Schools  
SPSY 689

Instructor: Jamilia Blake, Ph.D.  
Office: 706 Harrington  
Office Phone: 862-8341  
Office Hours: Tuesdays 10:00 am to 12:00 pm or by appointment  
Email: jjblake@tamu.edu

Course Description:

This course will introduce students to the fundamentals of school-based crisis intervention. Emphasis will be placed on personal and situational crises, and the development and implementation of crisis intervention and prevention plans within the school setting. Differing models of crisis intervention, models of coping with crisis and critical incidents, and the efficacy of crisis intervention will be discussed.

This course is developed for school based mental health professionals and individuals who work directly with children and families including psychologists, school counselors, educators, child advocates, administrators, and social workers.

Course Prerequisites:

There are no prerequisites for this course other than graduate classification. Prior coursework in developmental psychopathology and child therapy is recommended, but not required. However, it is assumed that enrolled students have a basic understanding of child and adolescent development and have taken prior coursework (undergraduate or graduate level) in this area.

Required Texts:


In addition to assigned texts, a list of required readings will be provided.

Recommended Texts:


Course Objectives

Students will:

1. demonstrate an understanding of crisis theory
2. be able to identify appropriate interventions specific to various types of situational crises
3. understand the characteristics of child trauma and developmentally appropriate coping responses to crisis
4. understand different models of crisis intervention and response trainings
5. be able to discuss the efficacy of crisis intervention
6. be able to develop and evaluate a crisis intervention plan
7. understand the legal and ethical issues associated with school-based crises
8. identify and critique prevention models to reduce school-based crises

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Course Requirements & Evaluation

Readings: Assigned readings are an essential part of this course, both the readings in the textbooks and additional readings provided by the instructor. You will need ideas and information from the readings to benefit from the class meeting times, which will focus mainly on applying and discussing issues that arise from the readings, rather than "covering" or restating what you have already read.

Class participation (15%): Class participation will be evaluated through attendance and participation in class discussion and activities. The following guidelines are presented to help students determine what participation grade they should expect to receive based on their level of involvement in class:

To receive a “C” participation grade: Student is punctual, attends class regularly, attentive, respectful to others, and participates in classroom activities.
To receive a “B” participation grade: Student is punctual, attentive, attends class regularly, respectful to others, actively engages in classroom activities, and contributes appropriately to class discussion.
To receive an “A” participation grade: Student is punctual, attentive, attends class regularly, respectful to others, actively engages in classroom activities, offers frequent and appropriate contributions to class discussion, and asks or provides thoughtful/insightful questions or comments that spark additional discussion on the subject matter.

Exams (50%): There will be two exams, a midterm and final exam. All exams will be essay.

Crisis Plan Project (35%): Students will be required to critique of a crisis intervention or prevention program, write an 8 -10 page report and conduct a presentation summarizing their review. To receive full credit for the project, each student must complete a 10 minute in-class presentation and submit a program evaluation report.

<table>
<thead>
<tr>
<th>Grading Policy</th>
<th>Grade Determination</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>A 90-100</td>
</tr>
<tr>
<td>Midterm</td>
<td>B 80-89</td>
</tr>
<tr>
<td>Crisis Plan Project</td>
<td>C 70-79</td>
</tr>
<tr>
<td>Final Exam</td>
<td>F &lt;70</td>
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Classroom Policies:

Learning Expectations and Respecting the Educational Rights of Others:
You may be doing a number of different activities and assignments during this course. In all of them, I want you to try to understand what you have heard and read, but also to think about what you’ve heard and read. Therefore, you are encouraged to ask questions, to agree or disagree, and to connect course content with other things you have heard or read in your life, other classes, and in this class.

I will also ask you to share your thinking both in class discussion and in writing. Sharing your thinking can feel very risky; we all have felt the fear that we will ask a stupid question, put forward some naive interpretation, or unpopular idea. I will expect you to take those risks anyway. It may help to know that I will not expect you necessarily to agree with your instructor, your classmates, or with any of the authors we read. If you find yourself disagreeing, I ask only that you disagree with respect for others’ ideas and do your best to explain why you disagree—that is how you will help the rest of us learn.
Thus, I ask that each student exhibit respectful classroom behavior and strive to respect the educational rights of others. Respectful classroom behavior will include, but will not be limited to, (a) students abiding by all guidelines and policies as set forth in this syllabus without demanding exceptions, (b) limiting side-conversations during lecture, (b) participating equally in group activities, and (c) being punctual to class. No language, behaviors, or attire that makes others feel uncomfortable will be tolerated. Students are expected to address the instructor and other students in a professional tone and manner. When a student’s behavior adversely affects the classroom’s aim to foster educational excellence, disciplinary action in accordance with the Student Rules 21.0 (Classroom Behavior) as revised in 1995 will be instituted.

Attendance Policy: As stipulated in Student Rules (7.0), the University views class attendance as an individual student responsibility. Your instructor also views this as one way in which students take responsibility for their own learning. Students are expected to attend class and to complete all assignments. Students requesting an excused absence should refer to the Aggie Honor Code and Student Conduct Code (Rule 24) as well as 7.1 of Student Rules as revised in 2006.

Course announcements: Changes to the syllabus, including assignment due dates and changes to the lecture schedule/course readings, will be announced during class. If a student is absent the day a class announcement is presented, the student should contact the instructor by email or during office hours to obtain information regarding changes to the course syllabus.

Electronic correspondence: E-mail is a good means for communicating with the instructor and gaining clarification on course material. Students should send emails to the instructor through their neo email account to ensure that emails are received (e.g., not identified as junk mail). The instructor will make every attempt to respond to student emails in a timely manner, but cannot guarantee an immediate response (e.g., within 24 hours). Therefore, the instructor will respond to student emails within one week of receipt.

Cell phones: The use of cell phones and other electronic devices during class is extremely disruptive and impacts the educational rights of other students in the class. Therefore, I request that students turn their cell phone/pda off during class and any alarms/sounders that might be disruptive. I also ask that students take calls during class only under extreme circumstances or in emergency situations. Such situations may include, but are not limited to circumstances in which you expect a call from a friend/family member who is ill or pregnant or situations relating to child care. Excessive use of cell phones during class may greatly impact student’s classroom participation grade. For those students who need to be contacted frequently in case of an emergency (e.g., due to child care, employment), please make arrangements to speak with the instructor, so that an agreement can be reached on the appropriate use of your cell phone during class.

ADA Statement: 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 disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at http://disability.tamu.edu.

Plagiarism Statement: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own,
even is you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A & M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

Copyright Statement: The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, in-class materials, and review sheets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Scholastic Dishonesty: Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself on the student rules regarding cheating, plagiarism, fabrication of information, conspiracy at the new website: www.tamu.edu/aggiehonor/.

Remember, Aggies do not lie, cheat, or steal, nor do they tolerate those who do.
### Tentative Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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| 8/28  | Course Overview and Syllabus Review  
Crisis theory  
Definition of Crisis | Brock, Sandoval, & Lewis: 11-19  
Brock, Lazarus, & Jimerson: Ch 1, pp 5-17 |
| 9/4   | Crisis Planning                                                       | Brock, Sandoval, & Lewis: Ch 5, pp 64-92;  
Ch12, pp 271-282; Ch 13, pp 283-301 |
| 9/11  | Children’s Reaction to Crisis  
Coping Responses                                                        | (Silverman & La Greca, 2002)  
(Vogel & Vemberg, 1993)  
(Compas, Connor-Smith, Saltzman, Thomsen, & Wadsworth, 2001) |
| 9/18  | Unexpected death, grief & bereavement                                  | Brock, Lazarus, & Jimerson: Ch 16, pp 309-332;  
Ch 32, pp 653-675  
(Ayyash-Abdo, 2001; Servaty-Seib, Peterson, & Spang, 2003) |
| 9/25  | Natural Disasters  
Terrorism                                                             | Brock, Lazarus, & Jimerson, Ch 22, pp 433-447  
(Gurwitch, Sitterle, Young, & Pfefferbaum, 2002)  
(Pfefferbaum et al., 2001) |
| 10/2  | School Violence                                                        | (Greene, 2005; Rigby, 2006; United States Secret Service & United States Department of Education, 2002) |
| 10/9  | Sexual Assault  
(Germain & Sandoval, 2002; Schiefelbein, 2002) |
|       | Midterm distributed                                                    |                                                                         |
| 10/16 | Suicide  
Midterm due                                                          | Brock, Lazarus, & Jimerson: Ch 11, pp 211-224;  
Ch 26, pp 531-552; Ch 27 553-576  
(Capuzzi, 2001) |
| 10/23 | No Class                                                               | Work on Crisis Plan projects                                            |
| 10/30 | Response to Crises                                                     | Brock, Lazarus, & Jimerson: Ch 18, pp 355-366  
Brock, Sandoval, & Lewis: Ch 6, pp 93-123; Ch 7 pp 124-160; Ch9 pp 201-221 |
| 11/6  | Cultural Considerations                                                | Brock, Lazarus, & Jimerson Ch 15, pp 293-308  
(Sullivan, Harris, Collado, & Chen, 2006)  
(Constantine, Alleyne, Caldwell, McRae, & Suzuki, 2005) |
| 11/13 | Crisis interventions                                                   | Brock, Lazarus, & Jimerson Ch 20, pp 385-404  
(Rose & Bisson, 1998; Ruzeck et al., 2007) |
<table>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>11/20</td>
<td>Crisis interventions con’t</td>
<td>(Stallard &amp; Salter, 2003) (Glodich, Allen, &amp; Arnold, 2001; Saltzman, Steinberg, Layne, Aisenberg, &amp; Pynoos, 2001)</td>
</tr>
<tr>
<td>11/27</td>
<td>Class Presentations</td>
<td><em>(Cornell &amp; Sheras, 1998; Kahill, 1988; Poland &amp; McCormick, 1999)</em></td>
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</table>
|       |       | **Invited speakers panel:**  
|       |       | Jay Glynn, Psychological Services Coordinator, Cy-Fair School District  
|       |       | Mary Barringer, Ph.D., LSSP, School Psychologist, Bryan ISD  
|       |       | *Attendance required* |
| 12/4  | Final Exam | |

**Required Readings**


