Crisis Intervention and Community Mental Health (PSY 573)
Fall 2006

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Course meets: TR 2:00 – 3:15 pm
in Waggoner 138
Office Hours: TR 12:30 – 2:00 pm;
W 9-10, or by appt

Course Description:
The WIU undergraduate Catalog 2006-2007 course description states this course provides an introduction to the principles of community mental health emphasizing organization of community mental health services, mental health education, consultation, program evaluation, and crisis intervention.

Instructional Objectives:
- Develop a basic understanding of the origins of community mental health
- Develop an general understanding of the role of the social environment on mental health
- Gain knowledge of the general models of crisis intervention and the skill to apply them
- 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 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
- Develop a basic understanding of prevention, consultation, program evaluation, and community self-help groups.

Required Texts:


Course Website:
My primary way of communicating to everyone will be through WebCT Vista. I will post any announcements regarding class or assignments on WebCT Vista. Please check each day before class for any announcements. Additional materials, such as course syllabi, additional readings, class exercises, and/or other material will be made available on the website throughout the semester. In addition, I will post grades to the web-site grade book.

The site address is https://westernonline.wiu.edu. Look for the course in which you are enrolled.
You will need a valid ECOM account in order to gain access to the site. Please see me if you need additional help and I will walk you through the validation procedure. You may also call the Academic Computing Helpdesk at 298-2704. The Helpdesk in Stipes Hall 126 provides phone-based support for WIU faculty, staff, and students. Helpdesk staff assists with computing questions and computer hardware/software problems.

**Course Requirements:**
Students are expected to attend class regularly, read the assigned material prior to the assigned lecture dates and bring their text and related material to class, and be prepared to discuss readings in class. Reading the assigned materials prior to coming to class is a critical element of actively participating in the course. Students are required to keep up with writing assignments. Students must also be able to access the online class using WebCT Vista. Students will be responsible for material covered in the readings and in class.

**Course Policies:**
*General Course Policies.* Please be in class on time and prepared to participate. If you come late or unprepared it will be difficult for you to engage in class activities and it will be detrimental to the learning process. No late work will be accepted. “My computer/disk isn’t working” is **not** an acceptable excuse. I see it as the new “My dog ate my homework.” There are enough computers on this campus that you should be able to find one from which you can submit or print work as long as you plan ahead. Save your work early, often, and in multiple locations. Please turn off all cell phones and pagers, and no text messaging in class. If your friend/colleague/partner/parent/child really must get a hold of you, they will leave a message and you can call/message them back after class. This also goes for iPods and other MP3 players: turn them off. If you miss class for any reason, it is your responsibility to find and complete any missed work.

*Attendance and Participation:* Students are expected to attend class regularly. In order to facilitate discussion, it is imperative that students read the assigned material prior to attending class. Your presence and participation is an essential element in this class. Students will be able to earn participation points through in-class discussions, online discussion boards, pertinent questions asked of guest speakers, and group work completed in class. You will be able to earn four (4) points per week for participation for a total of 60 points.

*Exams:* There will a midterm and a final exam. Each exam is worth 100 points and will consist of true/false, multiple choice, short answer, and essay questions.

*Personal Crisis Paper:* In a 4-5 page typed, double spaced paper the student should discuss one crisis in his/her life and how s/he dealt with it. What was the event and how was it a crisis? What coping skills were used? What resources were available? What did you learn from this experience?

If the student does not feel that a significant crisis has been faced, s/he may choose this option instead: Based on what you know about yourself, what would be your ways of coping if faced with a crisis? Describe two specific crises that have not been faced and address them both directly in terms of how you think you would react/cope and what resources you might have to help you deal with each of the two crises. [Events such as job loss, unplanned pregnancy,
disability, sudden death of a friend or family member, severe illness are things that might be considered, among others.] This paper is worth 50 points.

**Strengths and Weaknesses:** In a 2-3 page typed, double-spaced paper the student should discuss what s/he feels his/her personal strengths and weaknesses would be as a professional crisis intervention worker. This paper is worth 50 points.

**Classism Paper:** Students are to complete a 10-15 page, double-spaced research paper on the role of classism and poverty in community mental health. This could include how poverty increases the risk of experiencing trauma or how class influences psychological or environmental resources after crisis. Please have your paper topic approved by the instructor. The paper should be written in APA style, with at least 10 references. Papers will be graded according to the following: form, organization, clarity of writing, content, and relevance of references. This paper is worth 100 points.

The total possible points available to be earned during the semester are 460 points. Final grades will be assigned as follows: A = 414 points or higher; B = 413-368 points; C = 367-322 points; D = 322-276 points; F = 275 points or lower.

**Academic Dishonesty:** Cheating on an exam, knowingly helping another student to cheat, and plagiarism are types of academic dishonesty not allowed in any course. Writing assignments should be your own work and include your own ideas. Information taken directly from another source should be fully acknowledged. Anyone caught cheating or plagiarizing on an assignment or test will be subject to the procedures and penalties outlines in the University Academic Dishonesty Policy (http://www.wiu.edu/policies/ugdishst.shtml). Students are encouraged to review other academic rights and responsibilities at http://www.wiu.edu/provost/student. In addition to talking with the instructor, students may use the University Writing Center in Simpkins 341 or the Psychology Department Resource Center in Waggoner 111 for further assistance.

**Receiving Assistance:** In accordance with University policy and the Americans with Disability Act (ADA), academic accommodations may be made for any student who notifies the instructor for the need for an accommodation. It is imperative that you take the initiative to bring such needs to my attention, as I am legally not permitted to inquire about the particular needs of students. Students who may require special assistance in emergency evacuations (i.e., fire, tornado, etc.) should contact me as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services (DSS), located in Seal Hall 117, 309/298-2512 (voice); 309/298-1856 (TTY), for additional services.
Tentative Schedule

August 22: Introduction and Origins of Community Mental Health
LPP: 13-85

August 29: Conceptual Road Map
JG: 3-16; LPP: 89-115, 126-138

September 5: Diversity Issues
JG: 537-548; LPP: 150-154, 212-220

September 12: Prevention
LPP: 271-324

September 14: Personal Crisis paper due

September 19: Basic Crisis Intervention Skills
JG: 19-49; LPP: 221-267

September 26: Crisis Case Handling
JG: 52-85, 517-525, 557-563

September 28: Strengths and Weaknesses paper due

October 3: Exam 1

October 5: Trauma and Posttraumatic Stress

**October 12: Suicide**

JG: 145-172; 419-428
NIMH (2003 rev). In Harm’s Way.

**October 19: Sexual Assault and Stalking**

JG: 176-186

**October 26: Domestic Violence**

JG: 219-261
Breaking Confidentiality: Duty to Warn in Illinois

**November 2: Child Abuse**

JG: 186-211, LPP: 139-149
Mandated reporting pamphlet

**November 9: Addiction/Substance Use**

JG: 270-318, LPP 326-364

**November 14: Research paper due**

**November 16: NO CLASS**

**November 18-26: NO CLASS – Thanksgiving Break**

**November 28: Violent Behavior**

JG: 369-397; 402-419

**December 5: Burnout, Vicarious Traumatization, and Compassion Fatigue**

JG: 479-507

**December 12: Exam II (3:00-4:50)**