Course Title: Crisis Intervention

Course Number: HR 5970-422

Course Description:
This course is designed to facilitate knowledge development related to all manner of crisis from an interdisciplinary perspective based in crisis theory. The focus of the course is on individuals, families, and groups facing mental, physical, developmental, occupational, residential, and environmental crises, as well as the methods of assessment and intervention. A secondary focus of the course is on secondary traumatic stress (STS) or compassion fatigue and the critical nature of self-care for helping professionals that have been adversely impacted by the trauma experienced by their clients and family members. The terms STS and compassion fatigue are used interchangeably in this course.

Course Dates:
January 4-April 30, 2013
Last day to enroll or drop without penalty: January 4, 2013

Site Director:
Please see your local Site Director or e-mail Carolyn Taylor at cataylor@ou.edu

Professor Contact Information:
Course Professor: Dr. Catalina Herreras
Mailing Address: Department of Human Relations
601 Elm Avenue, PHSC 702
Norman, OK 73019
Telephone Number: 405-601-0808
E-mail Address: cherrerias@ou.edu
Virtual Office Hours: Contact professor
Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.). (Text prices are available online.)


3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

**OU E-Mail:**

All official correspondence from distance learning instructors will be sent only to students’ ou.edu address.

**Online Learning Resource Center:**

The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to [http://casweb.ou.edu/olr/](http://casweb.ou.edu/olr/) or contact us by telephone at: (405) 325-5854 or Email: [casonline@ou.edu](mailto:casonline@ou.edu)

**Course Objectives:**

- Students will become familiar with the concept of crisis at all levels.
- Students will learn about the interdisciplinary nature of crisis theory and develop a familiarity with some of its foundational influences.
- Students will learn to describe a crisis, identify service goals, formulate intervention activities, and specify appropriate outcomes relative to the intervention activities.
- Students will become familiar with the concept of secondary traumatic stress (STS) and compassion fatigue.
- Students will learn about the importance of self-care for helping professionals and significant others of individuals impacted by trauma.

**Assignments, Grading, and Due Dates:**

**Written Assignments:**

This course has three written assignments. One paper corresponds to the first text, and one relates to the second. The third paper synthesizes the readings with students’ experiences and implications for the future. All assignments are due not later than April 30, 2013.

1. **Working in Crisis Situations:** This assignment corresponds to *Strategic Interventions* text by the Everstines. The sections of the paper are as follow:
   a. Describe *crisis intervention* and its significance. Support your response with the readings preferably in your own words.
   b. Drawing from your experience, describe a crisis situation with which you may have been involved as a helper. Describe the situation, the client system (e.g., individual, family, group) and provide some background information, the service goals, the specific service methods employed, the activity of the worker(s), and the outcome(s). Discuss the type of follow-up that occurred and the timeframe between the termination of service/resolution of the crisis and the follow-up. Briefly identify what might have been done differently to better serve the client system or affect an alternative outcome.
   c. Summarize any chapter from Part One of the text.
   d. Summarize any chapter from Part Two of the text.
   e. Discuss the similarities and differences between the major points in the chapters summarized. Identify gaps in each.
   f. Your personal perspective on crisis—Describe a crisis you personally confronted, its process and outcome. Discuss what you learned from that experience and how that informs your perspective on working with people in crisis now and in the future.
2. Compassion Fatigue and the Importance of Self-Care: This assignment focuses on the Stamm (1999) text and asks that students address each of the following in a paper that demonstrates close reading of the book and can provide evidence for his or her perspective. If direct quotes are used, page numbers must be provided.
   a. Describe *compassion fatigue*.
   b. Summarize the background of this area of study.
   c. Provide a rationale for its significance.
   d. Identify what you see as the most important issue related to compassion fatigue.
   e. Describe an experience you may have had that most closely parallels the characteristics of compassion fatigue. Discuss what you did to take care of yourself and the outcome.
   f. Outline a two-day workshop you would design for helping professionals experiencing secondary traumatic stress and provide an outline of the contents. This should be a PowerPoint presentation.
   g. Outline a workshop you would design for significant others who may be experiencing compassion fatigue. Discuss in what way these workshops are similar and different. This should be a PowerPoint presentation.

3. Integrative Paper: This assignment synthesizes the course readings, students’ personal and work experiences, and their projections regarding future application of the course material. Students are to discuss the potential impact of this assignment on their personal and professional development, particularly the challenges they may expect to face and the preparation necessary in order to successfully meet them.

**Document Preparation**

Please ensure your name, course name and number, and date appear on each one of the assignments you turn in. Use headings to organize your paper and to ensure that each section of the assignment has been addressed. Minimum page limits have not been set as quality is more important than quantity. All assignments are to be word-processed, double spaced, paginated, and saved as either Word (.doc) or Rich Text Format (.rtf) documents. The PowerPoint presentations should an attachment to the second paper. The textbooks are identified and shown in American Psychological Association (APA) citation format below. When used as a reference in an assignment, they must be appropriately cited and listed separately on a reference page. If you have questions, you may contact me for clarification. You can expect to hear from me not later than 72 hours from when you contact me. Incomplete grades are not automatically given. Special arrangements and a written contract must be negotiated with the professor in advance of the paper deadlines.

**Grading:**

This course is graded Satisfactory or Unsatisfactory (S/U). A grade of S is equivalent to B or better.

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

**Incomplete Grade Policy:**

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

**Technical Support Information:**

If you experience technical problems, contact Information Technology by visiting their website at: [http://webapps.ou.edu/it/](http://webapps.ou.edu/it/) or contacting them by telephone at: (405) 325-HELP (4357).
Important information you should know about online courses:

- To sign on to Desire2Learn (D2L), go to www.learn.ou.edu and log in using your 4+4 and your OU network password (note that this is the same 4+4 and password that you use to access your OU email). Once you are logged in, please look on the right-hand side for “My Courses,” locate your course and click on it. Remember to check your course site on D2L every day.

- Students enrolled in online courses may be required to take the CAS student orientation in Desire2Learn. To take the orientation, sign-on to D2L and then click on “Self Registration” at the top left corner of the page. Information about and instructions for the orientation can be found at http://casweb.ou.edu/olr/public/students/orientation.htm

- If the course is using a course website, you will find a link for the website on the first page of this syllabus. Please click on this link to start your course.

- If you need to drop or withdraw from a course, please contact your Site Director. You can drop a course without a penalty up to the add/drop date. Courses dropped after the add/drop date may result in a penalty.

- After the class has started, you can only withdraw from the course with the professor’s permission; you will not receive a refund for your tuition. You can only drop without a penalty after the add/drop date by providing proper documentation and receiving approval from the Advanced Programs Theater Director. Provide this documentation to your Site Director.
POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Catalina Herrerias, M.S.W., Ph.D.

Education

- 1984  Ph.D., University of Texas at Austin
- 1981  M.S.W., University of Oklahoma
- 1980  B.A., Social Work, University of Oklahoma (Minor: Sociology)
- 1978  A.A., Rose State College, Sociology, Midwest City, Oklahoma

Current Positions

- Advanced Programs professor since 2006
- Associate Professor, Dept. Human Relations, University of Oklahoma, August 2000 - Present
- Program Administrator, Department of Human Services, Oklahoma City, OK, December 1996 - August 2000

Frequently Taught Advanced Programs Courses

- HR 5013  Current Problems in Human Relations
- HR 5100  Post-Traumatic Stress
- HR 5363  Program Development, Implementation and Evaluation
- HR 5960  Directed Reading: Family Diversity
- HR 5960  Directed Reading: Crisis Intervention
- HR 5960  Directed Reading: Divorce and Custody Issues

Major Areas of Teaching and Research Interest

- Teaching: Current Problems in HR; Applied Research in HR; Family Assessment and Intervention; and Program Development, Implementation, and Evaluation, Post-Traumatic Stress, and Family Assessment and Intervention.
- Research Interest: Program development, implementation, and evaluation; child sexual abuse prevention and intervention; mothers who live apart from their children; family caregiving; ethnic sensitive practice, and chronic disabilities.

Representative Publications and Presentations

Publications:


Presentations:
• “Family Caregiving, Stress Factors, and Respite Care.” In collaboration with Linda Roberts, presented at the Hawaii International Conference on Arts and Humanities, Honolulu, Hawaii, January 9-12, 2009.
• “Inequities Faced by Noncustodial Mothers.” In collaboration with Linda Roberts, presented at the Hawaii International Conference on Arts and Humanities, Honolulu, Hawaii, January 9-12, 2009.
• “A Family of Caregivers: Stretching Resources to the Max.” Presented and facilitated a panel presentation with Adelaida Madison, Jennifer Han, Ruben Caban, and Linda Caban, at the National Respite and Crisis Care Conference, Oklahoma City, Oklahoma, September 14-16, 2005.
• “Communicating with Latinos” Presented at the 20th Annual Multicultural Education Institute, University of Central Oklahoma, Edmond, March 7-8, 2003.
• “Noncustodial Mothers Following Divorce: Creative Recruitment of a Marginalized Group”
• “Latinos: Then and Now” Keynote speaker at Hispanic Heritage Celebration for Social Security
  Administration, Oklahoma City, OK, November 2001.
• “Child Abuse Prevention.” Grandparents Raising Grandchildren Fourth Annual Conference.

Representative Honors and Awards Received

  • Who’s Who of American Women, 2004
  • Who’s Who in America, 2002.

Major Professional Affiliations

  • American Association of University Women
  • Women’s Action Council, Amnesty International