Course Title – Crisis Intervention  
Course Prefix and Number – PSYT 2321  
Department – Human Services  
Division – Allied Health  
Course Type: (check one)  
☐ Academic General Education Course (from ACGM – but not in WCJC Core)  
☐ Academic WCJC Core Course  
☒ WECM course (This course is a Special Topics or Unique Needs Course:  ☑ or ☐)  
☐ AAS Degree Program  

Semester Credit Hours # : Lecture hours# : Lab/other hours #  
3:3:0  

Equate Pay hours for course - 3  

Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Catalog Description - - A study of the principles and theories of assisting the individual in a crisis situation. Topics include coping skills to increase potential reinstatement of equilibrium to an individual’s lifestyle and suicide prevention.

Prerequisites/Co requisites – Suggested: PSYC 2301 Introduction to General Psychology

Prepared by Victoria Schultz  
Date 05-20-2011  

Reviewed by department head Victoria Schultz  
Date 05-20-2011  

Accuracy verified by Division Chair Carol Derkowski  
Date 7-20-11  

Approved by Dean of Vocational Instruction or Vice President of Instruction  
Stephanie Dees  
Date 8/2/2011
I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

Part I:
1. Be familiar with the history of suicide and issues pertinent to different types of trauma
2. Develop and understanding of the theories relative to suicide and trauma
3. Conceptualize the issues pertinent to identifying suicidal ideation and the effects of trauma on the individual.

Part II:
1. Identify specific groups that may be more “at risk”
2. Be familiar with the different mechanisms relative to suicide and interpersonal trauma
3. Identify areas of concern and influence relative to the youth population and familial and community support systems
4. Be familiar with the impact of trauma/stress on children, adolescents, and the elderly
5. Enhance the knowledge realm relative to family violence and the individual
6. Become familiar with the impact of natural disasters and political traumas
7. Identify and develop an understanding of intervention strategies relative to suicide, trauma or other crises requiring necessary intervention strategies

II. Course Learning Outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summarize principles and theories of crisis intervention</td>
<td>1. Three examinations during the course of the semester: Exams 1, 2 and 3 will address outcomes/objectives 1 and 2</td>
</tr>
<tr>
<td>2. Utilize crisis intervention skills in a practice environment.</td>
<td>2. Term paper addresses outcomes/objectives 1 and 2</td>
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<tr>
<td></td>
<td>3. Special Assignments: See attached PSYT 2321: Crisis Intervention, Grading Rubric for Special Assignments will address outcomes/objectives 1 and 2</td>
</tr>
</tbody>
</table>

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.


IV. Suggested Course Maximum - 25

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
   Established as an ITV course

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

   Grading system:
   
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Examination One</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Examination Two</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Term Paper</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
   
   Total points: 400 points

   Course Grade Assignment Schedule:
   
<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>360 – 400</td>
<td>A</td>
<td>90%</td>
</tr>
<tr>
<td>320 – 359</td>
<td>B</td>
<td>80%</td>
</tr>
<tr>
<td>280 – 319</td>
<td>C</td>
<td>70%</td>
</tr>
<tr>
<td>240 – 279</td>
<td>D</td>
<td>60%</td>
</tr>
<tr>
<td>239 &amp; below</td>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

VII. Curriculum Checklist

☐ - Academic General Education Course (from ACGM – but not in WCJC Core)
   No additional documentation needed

☐ - Academic WCJC Core Course
   Attach the Core Curriculum Checklist, including the following:
   • Basic Intellectual Competencies
   • Perspectives
   • Exemplary Educational Objectives

X☐ - WECM Courses
   If needed, revise the Program SCANS Matrix & Competencies Checklist.