



Program in Criminal Justice
Crises Intervention 01:202:370:80
Course Syllabus, Spring, 2015

Instructor: Daniel Posluszny, Ed.D.

Office: Lucy Stone Hall, Livingston Campus Room A347

Telephone/Text: 609.203.8133 (cell phone) (Before 11:00 PM Please!)

E-mail: danpoz@verizon.net

Office Hours: After/before class or by appointment.

Meeting Times: Mercer County Community College, James Kerney Campus
Monday evenings 6:00 PM to 8:40 PM

Learning Goals: A Statement of Principles

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

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Learning Goals for Criminal Justice Majors

1. **Competence:**

- a.) **Theory.** Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.
- b.) **Institutions.** Students who complete the major in criminal justice should understand the special role of three types of institutions: police, corrections and courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
- c.) **Research Methods.** Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic and government publications.

2. **Critical Thinking:** Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy



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skills to different institutional structures, within the U.S. and across countries.

3. **Scholarship:** Qualified majors should have an opportunity through such avenues as advanced coursework, internships and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

Course Description:

This course provides an overview and introduction to crises assessment and crises counseling with children, youth, and adults. Crises intervention and services have been altered since the events of September 11, 2011. This course will provide a discussion on disaster mental health and frontline crises intervention strategies. Discussion will assist professionals with access to specific guidelines, practice techniques and evidence-based crises intervention strategies that maximize opportunities for rapid assessment and crises resolution. This course will include adolescent suicide, school violence, adult substance abuse, battering, sexually transmitted disease, bioterrorism and terrorist bombings as it relates to crises assessment and intervention.

Course Objectives:

1. Provide a theoretical and practical approach to crises intervention.
2. Recognize crises assessment and intervention goals.

Required Textbook:

Roberts, Albert (2005) *Crises Intervention Handbook (3rd Edition)*. Oxford University Press. ISBN 13 978-0-19-517991-0

Course Structure/Requirements

Lecture/Class Discussion/Homework Assignments:

The course content will generally be delivered by lecture and class discussion and will follow the text as listed in the weekly assignments. Contemporary issues related to crises assessment and intervention that may not be listed in the text will be discussed in class. Supplemental material may be presented in class in



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the form of printed articles, assigned readings or through discussion. Students are expected to attend class and participate in class discussion. Class participation will be included in the student's overall grade.

In addition to lecture content and class discussion, homework assignments will be given. These may be both written assignments and/or reading assignments. Included with this homework requirement is the expectation that each chapter presented in class will be read by the student. It is anticipated that each student will be prepared to provide in-depth and scholarly discussion on the material reviewed.

Grading Weight **10 points**

Exams

There will be a mid-term and a final-exam. Each exam will be worth 30 points. Exams will be essay questions and more discussion on exams will follow in class.

Grading Weight **60 points**

Newspaper Article Review/Presentation

A current event newspaper article dealing with an issue pertinent to crisis intervention will be required. This article can range anywhere in the topic of how to handle crisis situations, crisis training and specific situations, for example, PTSD, suicide, sexual assault, Domestic Violence, addiction, depression, unexpected death, violence in the workplace or school or natural disasters. If someone presents a newspaper article on something before you, please refrain from choosing the same article. Hard copy newspaper articles can be searched, as well as outlets like the New York Times and the Washington Post, which would allow you to search by key word. **NO WIKIPEDIA.** The article should be attached to a 1 page type-written summation. Students should outline the problem or topic in the article and depending on the content; they should offer suggestions, opinions or remedies- **DO NOT SIMPLY REGURGITATE THE ARTICLE.**



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Please pay attention to grammar, spelling and content, as this contributes to your grade. A sign-up sheet will be provided early in the semester and late assignments will not be accepted. Presentation of this newspaper article and your opinions and suggestions are expected to last **TEN MINUTES**. Time yourself.

Grading Weight **30 points**

Miscellaneous

During the semester, I will attempt to obtain the services of guest speakers, whose experiences are appropriate to subject matter, enhancing the topic being discussed. Additionally, group projects may be assigned/completed in class.

All assignments will be submitted on listed due dates and presented in a manner (both orally and written) consistent with those of a student of Rutgers University. No handwritten work will be accepted (except written exams in class). Electronic submissions are only appropriate after approval of the instructor. Assignments turned in after the assigned date will not receive full credit. No assignments will be accepted after the end of the last class prior to our final exam.

The proper written format of submitted papers is APA (American Psychological Association) or MLA (Modern Language Association).

Note-taking for commercial purposes is strictly prohibited.

DISABILITY OFFICE

Students with disabilities are responsible for having the appropriate documentation from the disability office, and providing it to the instructor at the beginning of the semester. Full disability policies and procedures are at: <http://disabilityservices.rutgers.edu/>

Students with disabilities requesting accommodations must follow the procedures outlined at: <http://disabilityservices.rutgers.edu/request.html>

ACADEMIC DISHONESTY



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Academic dishonesty will not be tolerated and any violation will be reported to the Dean of Students. No excuse will ever be tolerated for academic dishonesty, but it is even more important that students understand the repercussions of this unethical behavior. Academic dishonesty includes cheating, the fabrication or invention of information used in an assignment, plagiarism, facilitating the academic dishonesty of others or denying access to materials and resources. General Academic Integrity Link: <http://academicintegrity.rutgers.edu/>

Students are encouraged to utilize any and all resources available to assist them with this course through the Rutgers University Learning Resource Center. Information regarding the services available can be accessed at: <http://lrc.rutgers.edu>

Students unable to attend an examination on the assigned date for any reasons are to notify the instructor prior to the examination date and make arrangements for makeup exam.

Final Grades

90-100 points	A
87-89 points	B+
80-86 points	B
77-79 points	C+
70-76 points	C
60-69 points	D
Below 60 points	F

(This syllabus is subject to change)



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Lecture Topics and Reading Assignments

The following course outline regarding text readings and discussion is tentative and subject to change

January 26, 2015

Introduction

Review of Syllabus

Chapter 1. Bridging the Past and Present to the Future of Crisis Intervention and Crisis Management, Albert R. Roberts

February 2, 2015

Chapter 2. Lethality Assessments and Crisis Intervention with Persons Presenting with Suicidal Ideation, Albert R. Roberts and Kenneth R. Yeager

Chapter 3. How to Work With Clients Strengths in Crisis Intervention: A Solution-Focused Approach, Gilbert J. Greene, Mo-Yee Lee, Rhonda Trask, and Judy Rheinsheld

February 9, 2015

Chapter 4. Differentiating Between Stress, Acute Stress Disorder, Acute Crisis Episodes, Trauma and PTSD: Paradigm and Treatment Goals, Kenneth R. Yeager and Albert R. Roberts

Chapter 5. Crisis Intervention for Persons Diagnosed with Clinical Disorders Based on the Stress- Crisis Continuum, Ann Wolbert Burgess and Albert R. Roberts

February 16, 2015



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Chapter 6. The ACT Model: Assessment, Crisis Intervention and Trauma Treatment in the Aftermath of Community Disasters and Terrorism Attacks, Albert R. Roberts

Chapter 7. The Emerging Role of First Responders and Mental Health Clinicians in the Current Era of Weapons of Mass Destruction, Vincent Henry

Chapter 8. Disaster Mental Health: Best Practices in Behavioral Health Response at the Pentagon, Rachel Kaul and Victor Welzant

February 23, 2015

Chapter 9. Innovations in Group Crisis Intervention: Critical Incident Stress Debriefing (CISD) and Critical Incident Stress Management (CISM), George S. Everly, Jr., Jeffrey M. Lating, and Jeffrey T. Mitchell

Chapter 10. Crisis Support for Families of Emergency Responders, Cheryl Regehr

Chapter 11. An Examination of the American Response to Bioterrorism: Handling the Threat and Aftermath through Crisis Intervention, Sophia F. Dziegielewski and Kristy Sumner

March 2, 2015

Chapter 12. Crisis Intervention and the Loss of Life: Crisis Intervention vs. Grief Therapy, Joseph McBride and Eric D. Johnson

Chapter 13. Post-Trauma Interventions and Reflecting, Grieving, Reframing and Recreating Lost Connections: Basic Tasks, Gary Behrman and the late William J. Reid

March 9, 2015

Chapter 14. What He Knew Before it All Changed: A Narrative from Ground Zero, Linda G. Mills

Chapter 15. Child and Adolescent Psychiatric Emergencies: Mobile Crisis Response, Jonathan Singer



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Chapter 16. Crisis Intervention With early adolescents who have suffered a significant loss, M.Sean O'Halloran, Ann M. Ingala, and Ellis Copeland

Mid-Term Exam Review

March 16, 2015

Spring Recess- NO CLASS

March 23, 2015

MID-TERM EXAM

Chapter 17. Adolescent Suicidality and Crisis Intervention, David A Jobes Alan L. Berman, Catherine E. Martin

Chapter 18. Crisis Intervention at College Counseling Centers, Allen J Ottens, Linda L. Black and James F. Klein

March 30, 2015

Chapter 19. A Comprehensive Model for Crisis Intervention with Battered Woman and Their Children, Albert R. Roberts and Beverly Schenkman Roberts

Chapter 20. Crisis Intervention with Stalking Victims, Karen Knox and Albert R. Roberts

Chapter 21. School Crisis Intervention, Crisis Prevention, and Crisis Response, Scott Newgass and David Schonfeld

April 6, 2015

Chapter 22. Crisis Intervention with Chronic School Violence Problems and Volatile Situations, Chris Stewart and Gordon MacNeil

Chapter 23. Crisis Intervention in the Hospital Emergency Room, Mary Boes and Virginia McDermott



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April 13, 2015

Chapter 24. Crisis Intervention Application of Brief Solution-Focused Therapy in Addictions, Kenneth R Yeager and Thomas K Gregoire

Chapter 25. Mobile Crisis Units: Frontline Community Mental Health Services, Jan Ligon

April 20, 2015

Chapter 26. The Comprehensive Crisis Intervention Model of Safe Harbor Behavioral Health Crisis Services, Yvonne M. Eaton

Chapter 27. Crisis Intervention in Critical and Intensive Care Units of General Hospitals, Norman M. Shulman and Amy L. Shewbert

April 27, 2015

Chapter 28. The Crisis of Divorce: Cognitive-Behavioral and Constructivist Assessment and Treatment, Donald K. Granvold

Chapter 29. Crisis Intervention with HIV-Positive Women, Sarah J. Lewis and Dianne F. Harrison

Chapter 30. Crisis Intervention with Caregivers: Application of Roberts' Seven Stage Model, Allen J. Ottens and Donna Kirkpatrick Pinson

May 4, 2015

Chapter 31. The Crisis State Assessment Scale (CSAS): Development and Psychometrics, Sarah J. Lewis

Chapter 32. Designs and Procedures for Evaluating Crisis Intervention, Sophia Dziegielewski and Gerald T. Powers

Final Exam Review



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May 11, 2015

Final Exam