

HS-1110: CRISIS INTERVENTION AND CHILD ABUSE ISSUES

Cuyahoga Community College

Viewing: HS-1110 : Crisis Intervention and Child Abuse Issues

Board of Trustees:

March 2018

Academic Term:

Fall 2020

Subject Code

HS - Human Services

Course Number:

1110

Title:

Crisis Intervention and Child Abuse Issues

Catalog Description:

Introduction to crisis theory and crisis intervention strategies utilized with individuals, groups and the community. Focus on range of human service populations and high risk situations. Introduction to understanding and responding to child abuse. Define criteria to evaluate physical, emotional, psychological and sexual abuse. Define criteria for evaluating sexual interactions of children. Identify sexual perpetrator behavior of children and develop intervention strategies. Includes prevention, early intervention, crisis intervention and recovery strategies.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

ENG-1010 College Composition I, or departmental approval.

Outcomes

Course Outcome(s):

Develop appropriate crisis intervention skills.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Define "crisis."
2. Identify the cognitive, emotional, and physical symptoms/characteristics of a person in "crisis."
3. Describe the characteristics needed to be an effective crisis worker.
4. Discuss the theories of crisis and crisis intervention.
5. Cite specific crisis intervention models/skills utilized during intervention.
6. Identify and explain the basic steps of crisis intervention with various populations.

Course Outcome(s):

Assess crisis situations accurately and respond utilizing appropriate information or techniques.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Identify language or behavior that warrants intervention.
2. Demonstrate the ability to discuss the severity of a crisis.
3. Identify and explain crisis intervention strategies in specific settings.
4. Identify high risk situations that warrant crisis intervention, such as divorce alienation, trauma and abuse.

Course Outcome(s):

Identify at risk populations and develop prevention and intervention techniques accordingly.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Identify and explain the basic steps of crisis intervention with specific populations.
2. Discuss the impact of Adverse Childhood Experiences (ACES), divorce and trauma.
3. Define abuse and neglect including: physical, emotional, psychological, and sexual abuse.
4. Identify behavioral and physical symptoms/indicators associated with child abuse and neglect.
5. Discuss the history of abuse in sex offenders.
6. Understand and respond to the sexual behavior of children.
7. Identify and recognize risk factors for perpetrators.
8. Describe the rationale for early intervention in sexually exploitive interactions.
9. Understand three basic assumptions regarding sexual learning.
10. Define three criteria for evaluating the sexual interactions of children.
11. Demonstrate proficiency in basic psychological first aid skills

Course Outcome(s):

Recognize ethical and legal considerations in crisis situations.

Objective(s):

1. Discuss the legal considerations for voluntary and involuntary hospitalizations.
2. Identify the moral and ethical considerations of court regulated interventions.
3. Define legal terminology associated with court regulated interventions.
4. Describe current probate and guardianship procedures in regards to crisis intervention strategies.
5. Discuss the human service worker's role in crisis intervention situations.

Course Outcome(s):

Synthesize course information to demonstrate application to relevant case studies.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Define abuse and neglect including: physical, emotional, psychological, and sexual abuse.
2. Identify treatment approaches for survivors and perpetrators of abuse.
3. Identify a range of interventions appropriate for children who exhibit sexually abusive or victim behaviors.

Methods of Evaluation:

1. Small group study and assignments
2. Oral Experiential Exercises
3. Quizzes
4. Final examination
5. Psychological First Aid Certification

Course Content Outline:

1. Defining crisis
 - a. Obstacles/stressors
 - b. Disorganization
 - c. Immobilization
2. Characteristics of a person in crisis
 - a. Danger
 - b. Anxiety
 - c. Psychological symptoms
 - d. Emotional symptoms
 - e. Behavioral symptoms
 - f. Physical symptoms
3. Effective crisis worker skills
 - a. Life experience
 - b. Professional skills
 - c. Remaining calm
 - d. Creativity
 - e. Energy
 - f. Quick mental reflexes
 - g. Problem solving abilities
 - h. Trust
 - i. Rapport
 - j. Follow through
4. Theories of crisis and application
 - a. Basic
 - b. Systems
 - c. Adaptational
 - d. Interpersonal
 - e. Developmental, situational, and existential
 - f. ACES
5. Crisis models
 - a. Equilibrium
 - b. Cognitive
 - c. Eclectic
 - d. PFA (Psychological First Aid)
6. Assess the severity of crisis
 - a. Cognitive state
 - b. Affective state
 - c. Psychomotor activity
 - d. Danger to self/others
7. Six-step model of intervention
 - a. Define problem
 - b. Ensure client safety
 - c. Provide support
 - d. Examine alternatives
 - e. Plan
 - f. Commitment
8. Specific settings
 - a. Institutions
 - b. Lock-up
 - c. Community settings
 - d. Disasters
9. Intervention with specific populations
 - a. Mental health consumers
 - b. Children
 - i. Impacted by divorce
 - ii. Impacted by trauma
 - c. Adolescents

- i. Impacted by divorce
 - ii. Impacted by trauma
 - d. Grieving
 - e. Suicidal
 - f. Violent
- 10. Hospitalization procedures
 - a. Voluntary
 - b. Involuntary
 - c. Probate/emergency probate procedures
 - d. Medications
 - e. Length of stay
 - f. Outpatient hospital
- 11. Ethical considerations
 - a. Confidentiality
 - b. Client/work relationship
 - c. Advocacy
- 12. Legal terminology
 - a. T.O.D. (Temporary Order of Detention)
 - b. Competency
 - c. Probate
 - d. Guardianship
 - e. Voluntary/involuntary
 - f. Commitment
- 13. Procedures
 - a. Probate
 - b. Guardianship/temporary guardianship
- 14. Human service workers role
 - a. Negotiation systems
 - b. Advocacy
 - c. Networking
 - d. Linking
- 15. History of Abuse
 - a. Etiology
 - b. Behavioral symptoms
 - c. Physical symptoms
 - d. Victims and victimizers
 - e. Sex offenders
 - i. child to child
 - ii. adult to child
- 16. Child sexual behavior
 - a. Normal
 - b. Risk factors
 - c. Language
 - d. Behavior
- 17. Evaluation criteria
 - a. Flags
 - b. Coercion
 - c. Age/developmental issues
- 18. Early intervention
 - a. Resources
 - b. Verbal intervention
 - c. Reporting criteria/legal considerations
 - d. Safety
- 19. Prevention
 - a. Education
 - b. Safety net
- 20. Treatment approaches for survivors of sexual abuse

- a. Abused
 - i. cognitive restructuring
 - ii. boundaries
 - iii. assertiveness
 - iv. relational aspects
 - v. healing
- b. Offender
 - i. boundaries
 - ii. empathy
 - iii. assertiveness
 - iv. relational aspects
 - v. psychological considerations
 - vi. healing

Resources

Gilliland, B. E., and R. James. (2017) *Crisis Intervention Strategies*, Pacific Grove, CA: Wadsworth.

Kubler-Ross, E. (1975) *Death: The Final Stage of Growth*, New York: Harper.

University of Colorado Health Sciences Center. (1994) *Responding to the Sexual Behavior of Children Training Handbook*, Denver, CO: Kempe.

Hunter, M. (1990) *The Sexually Abused Male, Vol 2 Application of Treatment Strategies*, NY, NY: Lexington.

Diritsky, Irene. (2017-09-13 00:00:00) *Course Handbooks*,

National Child Traumatic Stress Network. (2017-09-12 00:00:00) *Psychological First Aid Program*, <http://www.nctsn.org>

Oz, Sherri. (2005-03-01 22:00:00) The "Wall of Fear" The Bridge Between the Traumatic Event and Trauma Resolution Therapy for Childhood Sexual Abuse Survivors. 14 (3) 23-47.

Darnall, Douglas, PhD. (2010) *Beyond Divorce Casualties: Reunifying the Alienated Family*, Landham, MD; Taylor Trade Publishing.

Jackson Nakazawa, Donna. (2015) *Childhood Disrupted: How your biography Becomes Your Biology, and How You Can Heal*, New York, NY; Simon & Schuster.

Burke Harris, Nadine. (2018) *The Deepest Well; Healing the Longterm Effects of Childhood Adversity*, New York, NY; Houghton Mifflin Harcourt.

Resources Other

Center for Disease Control and Prevention, Adverse Childhood Experiences Study (2016) Retrieved from: <https://www.cdc.gov/violenceprevention/childmatreatment/riskprotectivefactors.htm>.

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