GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY
CRISIS INTERVENTION: 18:820:609
FALL 2018

Professor: Monica Indart, Psy.D.     Office: Room A219
Email: monica.indart@gmail.com (preferred) monica.indart@gsapp.rutgers.edu
Mobile: 973-223-5903

Course Description:
This course is designed to introduce students to crisis intervention as a distinct theoretical and clinical intervention model. The course is divided into two distinct yet related sections: crisis and early intervention principles and models, and suicide risk assessment and intervention models. Unifying principles of crisis and early intervention will be presented, with clinical and community case examples and applications. Evidenced-based early intervention models from individual, family and community perspectives will be provided for review, discussion, and application to case vignettes. Suicide risk assessment and management models will be reviewed, as well as identifying risk factors related to specific groups/populations. In class practice exercises will represent a significant aspect of the suicide risk assessment segment of the class. The critical need for integrating cultural responsiveness in service delivery will be emphasized throughout the course.

Course Goal:
Students will demonstrate, through participation, response to case vignettes and in class roleplays, knowledge of evidence-based crisis intervention principles, including suicide risk assessment and management.

Course Objectives:
1. Students will demonstrate an understanding of basic principles of crisis/early intervention
2. Students will demonstrate an understanding of the continuum of intervention, and identify strategies appropriate for different points of this continuum
3. Students will demonstrate application of crisis intervention strategies through completion of case vignettes
4. Students will demonstrate an understanding of cultural aspects of crisis reactions through in-class discussion, case examples and vignettes
5. Students will demonstrate basic competencies in evidence-based suicide risk assessment with adults and older adolescents through in-class role play vignettes. Further competencies will be demonstrated through completion of suicide risk assessment and management case vignettes.

Course Texts and Materials:


Additional readings to be made available on Sakai website (see weekly reading assignments)
Student Evaluations Based Upon:

1) Attendance: Note: if unable to attend class, advance notice is required except in cases of emergency
2) Quality of classroom engagement and participation
3) Case vignettes (2)
4) In-class roleplay demonstrations of acquired competencies for assessment and management of suicide risk.

Notice of Academic Integrity:
Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. For further information regarding Rutgers’ academic integrity policies, please see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Notice of Reasonable Accommodations Policy:
Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible.
To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<td>Week</td>
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| 5    | 10/3 | Crisis Prone Patients | Roberts text: Ch. 12  
(3rd ed text: Ch. 16)  
Dattilio & Freeman, Ch.5  
Litz Ch 8  
Worden Ch 1 & 2  
Hillman, Ch. 3 |
| 5    | 10/3 | Crisis Intervention in Psychotherapy | Responding to trauma, grief and loss from an early intervention perspective |
| 5    | 10/3 | Managing issues related to Substance Use Disorders |
| 6    | 10/10| Psychological First Aid (PFA) | Note: This class will not be in person. You will be taking the National Children’s Traumatic Stress Network 6 hour PFA online course. Upon completion, you’ll be able to print a certificate.  
TBD |
| 7    | 10/17| Community Crisis Response Models | Roberts text Ch. 10, 11, 16, 24  
(3rd ed text: no sub for Ch.10;15, 19, 27) |
<p>| 7    | 10/17| -Psych ER’s/Screening Centers/CCIS | |
| 7    | 10/17| -Rape Crisis centers | |
| 7    | 10/17| -Domestic violence shelters | |</p>
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<td>Guest Lecture: Maureen Brogan, Program, Director, RBHC Traumatic Loss Coalition for Youth</td>
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<td>Crisis Case Vignette Due</td>
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<td>9</td>
<td>10/31</td>
<td>Understanding Suicide</td>
<td>Roberts text: Ch. 2 (3rd ed text: Ch. 2) Joiner, et. al, Ch. 2 Shea, Ch. 3</td>
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<td>10</td>
<td>11/7</td>
<td>Suicide Assessment</td>
<td>Jobes text: Ch. 1, 2, 3 Shea text: Ch. 2 Sakai articles: 1) Connectedness and Suicide Prevention in Adolescents: Pathways and Implications, SLTB June 2014 2) Role of Help-Seeking in Preventing Suicide Among LGBT, SLTB Feb 2015 3) Suicide Risk Assessment: Lethality Assessment Handout (review in class) 4) SAMHSA SAFE-T Model Handout (review in class)</td>
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<td>Demonstration role-play</td>
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<td>11</td>
<td>11/14</td>
<td>Management of Suicide Risk</td>
<td>Jobes text: Ch. 4 Shea text: Ch. 4, 5 Sakai articles: 1) 2016 VHA Suicide Data Report 2) Mental Disorders, Comorbidity, etc: Results from Army STARRS Study, SLTB March 2015</td>
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<td>Suicide Risk in Specific Populations: Veterans</td>
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<td>Practice roleplays: suicide risk assessment</td>
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<td>12</td>
<td>11/21</td>
<td>Suicide Status Form</td>
<td>Jobes text: Ch. 5 Shea text: Ch. 6 Joiner, et al, Ch. 4 Sakai articles: 1) New Data on Suicide Crises in College Students, PPRP, 2009 2) Suicide Risk Assessment and Risk Formulation: Part I and II, SLTB Aug 2014 3) Within the Confines of Character: A Review of Suicidal Behavior and Personality Style,</td>
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|   | 11/28 | Management of Suicide Risk  
Suicide Risk in Specific Populations: LGBTQ Persons; Ethnic/Cultural Groups  
Practice role-plays: management of suicide risk | Jobes text: Ch. 6, 7  
Bongar, et. al, Ch. 3 & 4  
Sakai articles:  
1) Ethical and Competent Care of Suicidal Patients, PPRP, 2008  
2) Psychiatric Dx and Suicide: Revisiting the Evidence, Crisis 2004  
3) Improving Care for Depression and Suicide Risk in Adolescents, Annual Review of Clinical Psychology, January 2014  
4) School-Based Suicide Prevention with African American Youth in an Urban Setting, PPRP 2009 |
|---|---|---|
| 13 | 12/5 | Management of Suicide Risk (cont)  
Suicide Risk in Specific Populations: Middle-Age and Elderly Persons  
Practice role-plays: management of suicide risk | Jobes text: Ch. 8  
Shea text: Ch. 7  
Sakai articles:  
1.2) Brief CBT and Patient Competency for Suicidal Ideation, Psych Trauma April 2012  
2) Suicide in Later Life: Review and Recommendations for Prevention, SLTB 2001 (peruse)  
3) Rising Suicide Among Adults 40-64, American Journal of Preventive Medicine, 2014 (peruse)  
4) Suicide Risk Assessment in Clinical Practice: Pragmatic Guidelines for Imperfect Assessment, Psychotherapy, 2012 |
| 14 | 12/12 | Practice roleplays: management of suicide risk  
Research in suicide prevention -Self-care for clinicians -Managing countertransference -Maintaining competencies  
**Suicide Case Vignettes Due** | 1)Risk Management of Suicidal Pts: Lessons from Case Law, PPRP 2001  
2)Suicide Prevention and the Internet: A Descriptive Review, Crisis 2014  