



INSTRUCTIONAL PACKAGE

CRJ 218

Crisis Intervention

Summer/2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 2020-2021

COURSE PREFIX: CRJ 218

COURSE TITLE: Crisis Intervention

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

This course is designed to provide the criminal justice student with an exposure to the crisis situations he/she will encounter in the field regardless of the component, whether employed in police, corrections or juvenile justice. The course will provide the student with mainstream intervention strategies from the perspective of the first responder.

COURSE DESCRIPTION:

This course is a study of the situational procedures and techniques necessary in defusing situations identified as crises. The course provides the student with an understanding of procedures to be used in the delicate and dangerous aspect of police work referred to as the crisis situation. Recognition of crisis situations as well as positive appropriate action to be taken is stressed in the course.

PREREQUISITES/CO-REQUISITES:

Co-requisite- CRJ 101 - Introduction to Criminal Justice

REQUIRED MATERIALS:

Harmening, W.M. (2014). Crisis Intervention: The Criminal Justice Response to Chaos, Mayhem, & Disorder. Pearson Education.

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

CRJ 218 – Crisis Intervention does not have additional costs other than textbook, tuition, and fees.

TECHNICAL REQUIREMENTS:

All criminal justice courses whether traditional on-the-ground, hybrid or online, require students to access the course in D2L through a personal computer. Therefore, students should have a reliable access to a computer with a dependable Internet connection to be successful in this course or any criminal justice course. Students will be required to access, download, and/or print material from the course in D2L, which is accessible through My Courses and the student's WaveNet account. Students should pay particular attention to the course outline under Content as well as the course calendar. Students will be able to monitor grades and attendance through the course in D2L.

Criminal justice courses, whether traditional, hybrid, or online **require** students to complete some, if not all, course work – assignments, exams, and other activities - through an online environment in D2L. Traditional on-the-ground and hybrid require students to complete a portion of the required work online. The amount of online activity depends on the format of the course; therefore, students should pay particular attention to the course information and documents. Courses with an online component move very rapidly with graded requirements typically due each week. Students **must** be aware of the calendar and mindful of updates and announcements; therefore, a student **must** have access to a reliable computer and a dependable Internet connection. Criminal justice courses use D2L as a platform for course activities.

When having technology problems find another computer. Computers are open to students at numerous locations on all three campuses including open computer labs and the libraries. There are computers available for use in other public locations including the public libraries. A final option would be to contact a friend or relative to borrow a computer. When technology issues are related to the system (i.e., D2L and WaveNet), and not the result of a broken computer, you should contact Student Online Support OIT Help Desk at (843) 349-5340 or through their link on the WaveNet homepage. Technology issues or technical problems are not an acceptable excuse should there be a course requirement that **must** be completed through D2L. When having difficulty with accessing the course or its components, or e-mail function, it is a good idea to notify your professor about the problem or difficulty.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in **online courses** will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

All students are expected to conduct themselves in a **professional and courteous** manner

at all times, and toward all members of the class, whether online or on-the-ground in a traditional classroom setting. The standards of professional behavior will be enforced. Any violation associated with inappropriate behavior including statements or remarks in class or in e-mails as well as postings or other communications will **not** be tolerated. At the discretion of the professor of record, the inappropriate behavior may be reported in writing as a violation of the Student Code of Conduct under Proscribed Conduct, which could result in disciplinary action as described in College Catalog and Student Handbook (HGTC, 2014-2015, pp. 31-37).

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

<p>Week 1</p>	<p>UNIT I – THE PROBLEM OF CRISIS; THE PSYCHOPHYSIOLOGY OF CRISIS; CRISIS COMMUNICATIONS</p> <ul style="list-style-type: none"> • Material Covered: Harmening, W.M. (2014), Chapters 1-3 • Student Outcome: Describe a crisis. • Student Outcome: Describe the stress response. • Student Outcome: Describe transactions and transactional analysis. • Assessment: Quiz #1 (Chapters 1-3) • Discussion: Answer Week #1 discussion post in 100 words or more and respond to a fellow student’s post with meaningful dialog (50 words or more).
<p>Week 2</p>	<p>UNIT I – THE PROBLEM OF CRISIS; THE PSYCHOPHYSIOLOGY OF CRISIS; CRISIS COMMUNICATIONS</p> <ul style="list-style-type: none"> • Material Covered: Harmening, W.M. (2014), Chapters 1-3 • Student Outcome: Describe a crisis. • Student Outcome: Describe the stress response. • Student Outcome: Describe transactions and transactional analysis. • Assessment: Assignment #1 • Discussion: Answer Week #2 discussion post in 100 words or more and respond to a fellow student’s post with meaningful dialog (50 words or more).
<p>Week 3</p>	<p>UNIT II – USE OF FORCE; TACTICAL RESPONSE; SUICIDE</p>

	<ul style="list-style-type: none"> • Material Covered: Harmening, W.M. (2014), Chapters 4-6 • Student Outcome: Describe the force continuum. • Student Outcome: Describe a tactical response to an active shooter and a tactical entry. • Student Outcome: Describe suicide typologies. • Assessment: Quiz #2 (Chapters 4-6) • Discussion: Answer Week #3 discussion post in 100 words or more and respond to a fellow student's post with meaningful dialog (50 words or more).
Week 4	<p>UNIT II – USE OF FORCE; TACTICAL RESPONSE; SUICIDE</p> <ul style="list-style-type: none"> • Material Covered: Harmening, W.M. (2014), Chapters 4-6 • Student Outcome: Describe the force continuum. • Student Outcome: Describe a tactical response to an active shooter and a tactical entry. • Student Outcome: Describe suicide typologies. • Assessment: Exam #1 (Chapters 1-6) • Discussion: Answer Week #4 discussion post in 100 words or more and respond to a fellow student's post with meaningful dialog (50 words or more).
Week 5	<p>UNIT III - CRISES OF DOMESTIC VIOLENCE; VICTIMS OF CRISIS; HOSTAGE CRISIS; RESPONDING TO MASS PANIC</p> <ul style="list-style-type: none"> • Material Covered: Harmening, W.M. (2014), Chapters 7-10 • Student Outcome: Describe the Cycle of Violence and the Battered Woman Syndrome. • Student Outcome: Describe victim typologies. • Student Outcome: Describe the types of hostage situations and response protocol. • Student Outcome: Describe the types of mass panic. • Assessment: Assignment #2 • Discussion: Answer Week #5 discussion post in 100 words or more and respond to a fellow student's post with meaningful dialog (50 words or more).
Week 6	<p>UNIT III - CRISES OF DOMESTIC VIOLENCE; VICTIMS OF CRISIS; HOSTAGE CRISIS; RESPONDING TO MASS PANIC</p> <ul style="list-style-type: none"> • Material Covered: Harmening, W.M. (2014), Chapters 7-10 • Student Outcome: Describe the Cycle of Violence and the Battered Woman

	<p>Syndrome</p> <ul style="list-style-type: none"> • Student Outcome: Describe victim typologies. • Student Outcome: Describe the types of hostage situations and response protocol. • Student Outcome: Describe the types of mass panic. • Assessment: Quiz #3 (Chapters 7-10) • Discussion: Answer Week #6 discussion post in 100 words or more and respond to a fellow student's post with meaningful dialog (50 words or more).
Week 7	<p>UNIT IV –CULT AND CRISIS; CRISIS OF MENTAL ILLNESS</p> <ul style="list-style-type: none"> • Material Covered: Harmening, W.M. (2014), Chapters 11-12 • Student Outcome: Describe the types of cults and personalities typically associate with cult activity. • Student Outcome: Types of mental illness. • Student Outcome: Describe the potential implications for a law enforcement officer interacting with individuals who are mentally ill and substance abusers. • Assessment: Exam #2 (Chapters 7-10) • Discussion: Answer Week #7 discussion post in 100 words or more and respond to a fellow student's post with meaningful dialog (50 words or more).
Week 8	<p>UNIT IV – RESPONDING TO MASS PANIC; CULT AND CRISIS; CRISIS OF MENTAL ILLNESS</p> <ul style="list-style-type: none"> • Material Covered: Harmening, W.M. (2014), Chapters 11-12 • Student Outcome: Describe the types of child abuse and the typical abuser in each type. • Student Outcome: Describe the types of cults and personalities typically associate with cult activity. • Student Outcome: Describe the potential implications for a law enforcement officer interacting with individuals who are mentally ill and substance abusers. • Assessment: Assignment #3 • Discussion: Answer Week #8 discussion post in 100 words or more and respond to a fellow student's post with meaningful dialog (50 words or more).
Week 9	<p>UNIT V – INSTITUTIONAL CRISIS; COURTROOM CRISIS; THE HUMAN COST OF CRISIS</p> <ul style="list-style-type: none"> • Material Covered: Harmening, W.M. (2014), Chapters 13-15 • Student Outcome: Describe the types of prison riots and riot psychology. • Student Outcome: Describe the potential threats to the courtroom and the obstacles in providing a safe courtroom. • Student Outcome: Describe the implications in dealing with crisis situations including the officer stress, and PTSD, Police Trauma Syndrome.

	<ul style="list-style-type: none"> • Assessment: Quiz #4 (Chapters 11-15) • Discussion: Answer Week #9 discussion post in 100 words or more and respond to a fellow student's post with meaningful dialog (50 words or more).
Week 10	<p>UNIT V – INSTITUTIONAL CRISIS; COURTROOM CRISIS; THE HUMAN COST OF CRISIS</p> <ul style="list-style-type: none"> • Material Covered: Harmening, W.M. (2014), Chapters 13-15 • Student Outcome: Describe the types of prison riots and riot psychology. • Student Outcome: Describe the potential threats to the courtroom and the obstacles in providing a safe courtroom. • Student Outcome: Describe the implications in dealing with crisis situations including the officer stress, and PTSD, Police Trauma Syndrome. <ul style="list-style-type: none"> • Assessment: Exam #3 (Chapters 10-15) – Final Exam • Discussion: Answer Week #10 discussion post in 100 words or more and respond to a fellow student's post with meaningful dialog (50 words or more).

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Discussion Post	270
Quizzes	240
Assignments	225
Exams	160
Final Exam	105
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****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes

during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

90-100.....	A
80- 89.....	B
70- 79.....	C *Criminal Justice student must earn a C or better to pass.
60- 69.....	D
Below 60.....	F

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.

For online and hybrid courses, check your Instructor’s Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

For a 10-week course (summer) the allowed number of absences for courses meeting twice a week is 4 absences. After missing the maximum number of allowed absences, a student will be dropped from the course with a W or a WF.

Online/Hybrid Attendance:

Students enrolled in distance learning courses (hybrid and online) are required to participate weekly in an Attendance Discussion Board and submit an assignment in order to demonstrate course participation. Students showing no activity in the course for two weeks will be withdrawn due to lack of attendance.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the “Home” tab in WaveNet.

Website: www.hgtc.edu/techcentral

Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC’s Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<p>Inquiries regarding the non-discrimination policies:</p>	
<p>Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.</p>	<p>Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.</p>
<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>