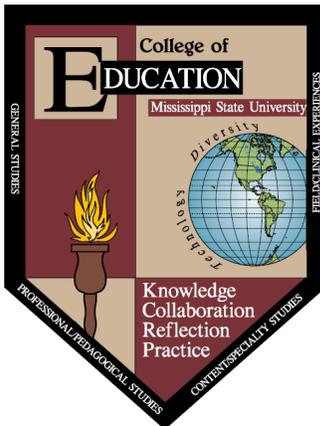


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	EPY 8133
Course Title:	Crisis Prevention and Intervention in the School and Related Setting
Credit hours:	Three (3) semester hours
Type of Course:	Lecture
Catalog Description:	This course is a study of school crisis prevention and intervention strategies with emphasis on preventing, preparing for, responding to, and recovering from crises impacting students and schools.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

After completing this course, the successful student will be able to:

1. Gaining knowledge of current theory and research for crises in the schools and communities (NASP 2.7; CFPO 12; InTASC 4, 5, 10)
2. Understanding and recognizing the risk factors found in school systems and/or climate that are precursors to systematic problems such as school failure, bullying, youth suicide and school violence (NASP 2.6, 2.7; CFPO 4, 12; InTASC 3, 4, 5, 7, 8, 9, 10)
3. Understanding the risk factors and behaviors that are precursors to academic, behavioral, and serious personal difficulties of students (NASP 2.7; CFPO 4, 12; InTASC 1, 2, 3, 4, 5)
4. Possessing knowledge to assist schools and other agencies in designing policies and practices for crisis prevention and preparedness in schools (NASP 2.6; CFPO 2, 5, 10; InTASC 4, 5, 7, 8, 9, 10)
5. Developing and evaluating the effectiveness of school crisis management plans (CFPO 4,6; InTASC 4, 5, 6, 7, 8, 9, 10)
6. Developing skill based for the development, implementation and evaluation of school crisis prevention and intervention programs (NASP 2.7; CFPO 4, 6; InTASC 4, 5, 7, 9, 10)
7. Developing skills to provide direct and indirect school based interventions during and after crises (NASP 2.7; CFPO 4; InTASC 4, 5, 7, 9, 10)
8. Understanding the characteristics of child trauma and developmentally appropriate coping responses to crisis (NASP, 2.7; CFPO 1, 12; InTASC 1, 2, 3, 4, 5, 7, 9)
9. Possessing knowledge of potential social, cultural, ethnic, linguistic and socioeconomic factors in individuals' learning and development in response to school crises (NASP 2.5, CFPO 1, 3; InTASC 1, 2, 3, 4, 7, 9, 10)
10. Understanding different models of crisis prevention, intervention and response trainings (e.g. PREPaRE and NOVA) (CFPO, 6, 12; InTASC 4, 5, 9)
11. Developing the skills necessary to communicate with parents, teachers, and other professionals concerning children's needs in the aftermath of crises (NASP 2.7, CFPO 2, 10; InTASC 1, 2, 4, 5, 7, 8, 9, 10)
12. Understanding the legal and ethical issues associated with school-based crises (NASP 2.10, CFPO 1, 12; InTASC 4, 9, 10)

Topics Covered:

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| 1. Crisis prevention and preparedness planning | 11 hours |
| 2. Developing a school crisis preparedness plan | 5 hours |
| 3. School safety assessment | 5 hours |
| 4. School crisis response | 7 hours |
| 5. Evaluating psychological trauma and psychological triage | 7 hours |
| 6. School-based interventions for school crises | 10 hours |

Recommended Texts:

Brock, S.E., Lazarus, P. J., & Jimerson, S. R. (Eds.) (2002). *Best practices in school crisis prevention and intervention*. Bethesda: National Association of School Psychologists.

Brock, S.E., Sandoval, J., & Lewis, Sharon (2001). *Preparing for crises in the schools: A manual for building school response teams (2nd edition)*. New York: John Wiley & Sons.

Method of Instruction:

This course is conducted as a 3 hour seminar with a face to face delivery. It is designed as a study of a particular subject and individualized original research under the guidance of an instructor and exchange of results by informal lectures and discussions. It is imperative that students complete the required readings before coming to class. The degree to which you benefit from the course is highly dependent upon your participation in lecture and discussion. The instructor reserves the option of using pop quizzes/classroom activities to reinforce students' preparation and participation.

Suggested Student Activities:

1. **READING ASSIGNMENTS:** In order to be prepared to participate in class activities, students are expected to complete all readings and assignments outlined on the attached weekly schedule prior to coming to class. Students are expected to become familiar with the MSU library and to obtain their own copy of the outside readings, if assigned. (Course obj: 1-12)
2. **CLASS PARTICIPATION:** All students are expected to attend all class sessions, arrive to class on time, and to participate fully in class activities. Attendance, punctuality, attitude, preparation and degree of participation will be reflected in the student's class participation grade. (See MSU policy for excused absences). (Course obj: 1-12)
3. **EXAMS:** Progress monitoring of course readings will be assessed through three exams. Each student will be expected to demonstrate mastery of this course content through successful performance on three written examinations. Exams will be administered in class as indicated on the attached tentative schedule. (Course obj: 1-12)
4. **RESEARCH PAPER:** All students will be required to write a paper on an approved topic related to crisis prevention and intervention in the school setting. Your topic must be approved by the instructor February 2. All papers should be written in APA style with a minimum of 20 pages (excluding title page and references). (Course obj: 1, 6)
5. **CRISIS PLAN PROJECT:** All students will be required to critique of a crisis intervention or prevention program, write an 8 -10 page report and conduct a presentation summarizing their review. To receive full credit for the project, each student must complete a 20 minute in-class.

Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Technology:

Students will use a variety of technology and tools (e.g., computer software) to complete work in the school, to turn in work samples.

Diversity:

Issues of diversity will be inherent in all discussions and activities completed as a part of this course. Young adolescents live and function in a diverse world; as such, students must develop an understanding of diversity as it relates to young adolescents and their worlds.

Disability:

I want to facilitate the learning of all students in the class. If you have a disability that may significantly interfere with your learning or believe that you need special assistance to successfully complete the requirements of the class, please contact me during the first week of class so that I can attempt to accommodate your learning needs. Also, if you are having problems in this course, for whatever reason, I invite you to make an appointment with me to discuss the matter. Be sure to make the appointment early in the semester so that we have enough time to remediate the problem.

Important Note: If you think you have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, you should contact the Office of Student Support Services for information on appropriate policies and procedures (Montgomery Hall, 325-3335).

Field Component:

None

Evaluation of Student Progress:

Students will be evaluated on the basis of written reports, exams, scenarios, special projects, and presentations. All assignments will be graded and returned as quickly as possible. Assignments turned in on time will be returned first.

Participation/Attendance	10%	90-100	A
Reports	10%	80-89	B
Projects	30%	70-79	C
Exams	50%	60-69	D
		< 60	F

Policy for Academic Misconduct:

Any acts of academic misconduct (e.g., cheating, plagiarism,) as outlined by Mississippi State University, will be vigorously pursued by the instructor. Some words of advice: DO NOT CHEAT! For detailed information regarding the university's policies related to academic misconduct please refer to the following link on the university's website:
<http://www.msstate.edu/dept/audit/1207.html>

Course Policies

Attendance:

Students will be expected to attend all scheduled sessions of the course. The course is cumulative, and losing even one session would result in a loss of continuity to the student. If you are unable to attend a particular class, you must contact me and provide me with a reason for your absence. Unexcused absences may result in a lowered grade.

Bibliography:

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