

Department of Criminal Justice and Criminology  
CRIJ 4351.01  
Trauma and Crisis Intervention  
Sam Houston State University  
Spring 2018

**Instructor:** Dr. Kathy Latz

**Office:** C-125, CJC

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**Class Hours:** Tues. & Thurs. 11:00am-12:20pm

**Classroom:** Room C-104 (CJC)

**Office Hours:** Tues. & Thurs. 9:00am-10:30am, 12:30pm-1:30pm (and by appointment)

**Teaching Assistant:** Gregory Daniels (for all attendance questions)

**TA Email:** [gmd007@shsu.edu](mailto:gmd007@shsu.edu)

**Textbook:** Cavaiola, A. and Colford, J.E. (2005). *A practical guide to crisis intervention*. CA: Cengage Learning.

**Additional Readings:** Additional articles are on electronic reserve or online (as indicated on your syllabus). To access the reserve readings, go to: the library home page and click on “Research,” then “My Class: Reserved Materials,” and then “Access Electronic Reserves.” After that, you’ll do a search by the instructor’s name (Latz). You’ll be asked to enter a password. The password we have been assigned is: \_\_\_\_\_.

**Course Description:** This course focuses on effectively assisting victims and survivors of traumatic events. Students will learn how the context in which trauma occurs can affect one’s cognitive, affective, behavioral, and neurological functioning.

**Course Objectives:** Students will develop an appreciation for: 1.) crisis intervention techniques; 2.) the effects of trauma on victims; 3.) the legal and ethical considerations related to service provision; and 4.) case management resources for victims of violent crime.

**Attendance Policy:** Class attendance requirements will be followed in accordance with Academic Policy Statement 800401. Three or more unexcused absences may result in a lower grade. **\*PLEASE NOTE:** All attendance-related questions should be directed to your TA, Gregory Daniels, at: [gmd007@shsu.edu](mailto:gmd007@shsu.edu).

**Statement of Teaching Philosophy:** Of the various lessons I choose to impart in the course of any semester, principal among them are: 1.) tolerance and respect for opposing viewpoints; 2.) writing as a means of expression; and 3.) an appreciation for the American criminal justice system and its processes.

As an educator, I aspire to promote a learning environment in which my students may express their convictions freely. By emphasizing the fact that we are all students of the world who can learn from one another, I encourage them to engage with their fellow classmates, and to open their minds to new ideas. Facilitating lively classroom discussions, I introduce students to multiple sides of an argument. Provided the opportunity to question their own beliefs, they may come to understand *why* they believe what they do--and thus develop skills to form stronger written and verbal arguments.

At the college level, students are expected to express themselves in a clear and intelligent fashion. Yet, while many exhibit sufficient verbal skills, some have difficulty expressing themselves proficiently in writing. It has been my experience that practical, written exercises not only measure students' comprehension of course material, but also provide them an opportunity to improve their writing skills. Through regular feedback, extra credit incentives, and, where necessary, individual tutoring, they may exponentially improve problem areas by the semester's end.

Recognizing that students are unique individuals, who learn in a variety of different ways, I employ a multi-faceted teaching strategy to most effectively meet the needs of my class. An advocate of cooperative learning, I frequently supplement lectures, homework assignments, and required readings with small group activities and discussions. Relating abstract, theoretical principles to real world events, I facilitate a "hands on" approach to studying the crime control and due process ideologies which have governed American jurisprudence throughout history. By exploring the nexus between the past and the present, students may develop a greater appreciation for contemporary criminal justice trends.

Fundamentally, my teaching philosophy is predicated on educating my students and preparing them for life outside of the classroom. Learning to embrace diversity, to express themselves intelligently, and to appreciate the legal institutions and processes which govern their everyday existence -- these are tools that they may take with them, and apply long after the semester has gone.

**Mandatory Reporting:** Under Title IX of the 1972 Education Amendments to the United States Code, I am required to report sexual assault, domestic violence, and stalking to campus administrators. Confidential help is available should you need it through the SHSU Counseling Center, SAAFE House (936.291.3369), or the National Domestic Violence Hotline (1-800-799-SAFE).

Additionally, under Texas law, I am required to report child and elder abuse and the maltreatment of persons with disabilities.

**Disclaimer:** This course deals with subjects that may be triggering to some students. Should you require assistance, please contact the SHSU Counseling Center: 936.294.1720.

### **Grading Policy, Scale and Requirements:**

Students will be evaluated according to the following criteria:

**A.) Mandatory Attendance and Discussions:** Students must attend each class, complete reading assignments on time, and contribute positively to classroom discussions. Points may be deducted for disruptive behavior.

**B.) Classroom Activities and Role Plays:** Students will be required to engage in a variety of interactive role plays to demonstrate a practical understanding of course material.

**C.) Examinations:** Four examinations will be used to assess students' mastery of the subject. They will be multiple-choice, true/false variety.

**D.) Class Project:** Working in pairs, students will perform a mock client intervention, utilizing the techniques discussed in class. Specific instructions will be provided at a later date.

| <b><u>*Course Requirements:</u></b>   | <b><u>*Maximum Point Values:</u></b> |
|---------------------------------------|--------------------------------------|
| Discussions, Activities. & Role Plays | 5                                    |
| Class Project                         | 15                                   |
| Examinations (4)                      | 80 (20 points each)                  |
| Total                                 | 100                                  |

**\*Grading Scale:**

A=100-90

B=89-80

C=79-70

D=69-60

F=59 and below

**Make-Up Policy:** Late examinations will not be administered without the instructor's prior consent. Late assignments also require prior instructor approval. Only extenuating circumstances will be considered.

**Annotated Outline of Topics Covered:** *(Please Note: This calendar is tentative and subject to change at the instructor's discretion.)*

**Week 1: Introduction to Trauma & Crisis Intervention:**

**\*Readings:**

1.) Ch. 1 (Cavaiola & Colford)

1/18: Course Introduction  
Handout: Syllabus

**Week 2: Working with Domestic Violence Survivors:**

**\*Readings:**

1.) Ch. 2 (Cavaiola & Colford)

2.) Weitzman, S. (2000). Why do women stay in abusive marriages? In *Not to people like us: Hidden abuse in upscale marriages* (pp. 37-54). New York: Basic Books. (On Reserve)

1/23: Crisis Defined  
Introduction to the LAPC Model

1/25: Trauma and Crisis Intervention--Domestic Violence Survivors  
Film & Discussion  
Discuss Readings

### **Week 3: Working with Domestic Violence Survivors (Cont.):**

#### **\*Readings:**

1.) Ch. 4 (Cavaola & Colford)

1/30: Trauma and Crisis Intervention--Domestic Violence Survivors (Cont.)  
Problem Overview  
Victim-Offender Relationship Dynamics  
Why Victims Stay  
BWS  
Stalking and Safety Planning  
Handout: Safety Plan  
Activity

2/1: Trauma and Crisis Intervention--Domestic Violence Survivors (Cont.)  
Risk Assessment  
Handout: Danger Assessment  
Activities  
Discuss Readings

### **Week 4: Working with Domestic Violence Survivors (Cont.):**

#### **\*Readings:**

1.) Roberts, A. (2002). A comprehensive model for crisis intervention with battered women and their children. In A. R. Roberts (Ed.) *Handbook of domestic violence* (pp. 365-394). New York: Oxford University Press. (On Reserve)

2.) MacMillan, H.L., Wathen, C.N., and Varcoe, C.M. (2013). Intimate partner violence in the family: Considerations for children's safety. *Child Abuse and Neglect*, 37(12), 1186-91. (On Reserve)

2/6: The Shelter as a "Total Institution"  
Activity  
Empowerment Based Advocacy  
Trauma Informed Care

- 2/8: Trauma and Crisis Intervention--Working with Domestic Violence Survivors (Cont.)  
Survivors with Disabilities and Other Special Populations  
Ethical Considerations: Confidentiality, Mandatory Reporting, and the Unauthorized Practice of Law  
Telephone Crisis Counseling  
Handout: What to Say *and Not Say* to Victims/Survivors  
LAPC Model—Domestic Violence Case Study  
Client Resources  
Discuss Readings

### **Week 5: Working with Sexual Assault Survivors:**

#### **\*Readings:**

1.) Decker, S.E. and Naugle, A.E. (2009). Immediate intervention for sexual assault: A review with recommendations and implications for practitioners. *Journal of Aggression, Maltreatment and Trauma*, 18(4), 419-441. (On Reserve)

- 2/13: Discussion of Group Projects  
Sample Projects  
Handout: Group Project Instructions  
Choose Partners/Start Working on Projects  
Discuss Readings  
**Exam #1 Review**

2/15: **Exam #1**

### **Week 6: Working with Sexual Assault Survivors (Cont.):**

#### **\*Readings:**

1.) Ch. 7 (Cavaola & Colford)

2.) Roberts, A. R., & Ottens, A. J. (2005). The seven-stage crisis intervention model: A road map to goal attainment, problem solving, and crisis resolution. *Brief Treatment and Crisis Intervention*, 5(4), 329–339. Retrieved from [http://www.sadvreatmentcentres.ca/en/secure/SANEModules/Module%207\\_TraumaAndCrisisIntervention-7stage.pdf](http://www.sadvreatmentcentres.ca/en/secure/SANEModules/Module%207_TraumaAndCrisisIntervention-7stage.pdf). (Available online and on reserve)

- 2/20: Trauma and Crisis Intervention—Sexual Assault Survivors  
Problem Overview: Definition & Scope  
Survivor Essay/Discussion
- 2/22: Trauma and Crisis Intervention—Sexual Assault Survivors (Cont.)  
Victim-Blaming  
The Neurobiology of Trauma

Rape Trauma Syndrome  
Hospital Accompaniment & Case Management  
Crisis Intervention Techniques  
Client Resources  
Roberts' Seven Stage Crisis Intervention Model  
Discuss Readings

### **Week 7: Working with Survivors with Substance Abuse and Mental Illness:**

#### **\*Readings:**

- 1.) Ch. 5 (Cavaiola & Colford)
- 2.) Ch. 6 (Cavaiola & Colford)
- 2/27: Trauma and Crisis Intervention—Survivors with Mental Illness (Cont.)  
Depression and Suicide  
Activity  
Film  
Discuss Readings
- 3/1: Trauma and Crisis Intervention—Survivors with Mental Illness (Cont.)  
Guest Speaker

### **Week 8: Working with Survivors with Mental Illness (Cont.):**

#### **\*Readings:**

- 1.) Ch. 3 (Cavaiola & Colford)
- 2.) Ch. 9 (Cavaiola & Colford)
- 3/6: Trauma and Crisis Intervention—Survivors with Mental Illness  
The Diagnostic and Statistical Manual of Mental Disorders  
Acute Stress Disorder  
PTSD  
Borderline Personality Disorder  
Conflict Resolution/De-Escalation Techniques  
Activity  
Client Resources  
Discuss Readings  
**Exam #2 Review**
- 3/8: **Exam #2**

### **Week 9: Spring Break**

- 3/13: No Class. Enjoy your Spring Break!

3/15: No Class. Enjoy your Spring Break!

### **Week 10: Working with Survivors of Child Abuse:**

#### **\*Readings:**

1.) Perry, B.D. and Szalvitz, M. (2006). The boy who was raised as a dog. In *The boy who was raised as a dog and other stories from a child psychiatrist's notebook* (pp. 125-154). New York: Basic Books. (On Reserve)

2.) Perry, B.D. (2003). *Effects of traumatic events on children: An introduction*. The Child Trauma Academy. Retrieved from [www.mentalhealthconnection.org/.../perry-handout-effects-of-trauma.pdf](http://www.mentalhealthconnection.org/.../perry-handout-effects-of-trauma.pdf) (Available online and on reserve)

3/20: Trauma and Crisis Intervention—Survivors of Child Abuse  
Problem Overview & Scope  
Strategies for Working with Child Victims of Trauma  
Physical Abuse  
Warning Signs/Indicators  
Mandatory Reporting Training/Tutorial

3/22: Trauma and Crisis Intervention—Survivors of Child Abuse (Cont.)  
Emotional Neglect and Attachments  
Exposure to Family Violence and Age-Appropriate Safety Planning  
Trauma and the Developing Brain  
Childhood Diagnoses  
The Victim-Offender Overlap  
Discuss Readings

### **Week 11: Working with Survivors of Child Abuse (Cont.):**

#### **\*Readings:**

1.) Sorsoli, L., Kia-Keating, M., & Grossman, F. K. (2008). 'I keep that hush-hush': Male survivors of sexual abuse and the challenges of disclosure. *Journal of Counseling Psychology*, 55(3), 333–345. Retrieved from [www.traumacenter.org/products/pdf\\_files/I\\_keep\\_that\\_hush\\_hush.pdf](http://www.traumacenter.org/products/pdf_files/I_keep_that_hush_hush.pdf) (Available online and on reserve)

3/27: Trauma and Crisis Intervention—Survivors of Child Abuse (Cont.)  
Child Sexual Abuse  
Children's Advocacy Centers  
Resiliency Factors  
Discuss Readings

3/29: Survivors of Child Abuse  
Guest Speaker

## **Week 11: Working with Survivors of Human Sex Trafficking:**

### **\*Readings:**

1.) Ugarte, M.B., Zarate, L., and Farley, M. (2003). Prostitution and trafficking of women and children from Mexico to the United States. In M. Farley (Ed.), *Prostitution, trafficking, and traumatic stress* (pp 147-165). The Haworth Maltreatment and Trauma Press. Retrieved from [www.prostitutionresearch.com/Mexico-U.S.%20Trafficking.pdf](http://www.prostitutionresearch.com/Mexico-U.S.%20Trafficking.pdf) (Available online and on reserve)

2.) Vera Institute of Justice. (2014). *Screening for human trafficking*. Retrieved from [http://webcache.googleusercontent.com/search?q=cache:Moy4jahH\\_ZUJ:www.vera.org/sites/default/files/resources/downloads/human-trafficking-identification-tool-and-user-guidelines.pdf+&cd=2&hl=en&ct=clnk&gl=us](http://webcache.googleusercontent.com/search?q=cache:Moy4jahH_ZUJ:www.vera.org/sites/default/files/resources/downloads/human-trafficking-identification-tool-and-user-guidelines.pdf+&cd=2&hl=en&ct=clnk&gl=us) (Available online)

4/3: Trauma and Crisis Intervention—Survivors of Human Sex Trafficking (Cont.)  
Problem Overview  
Case Studies and Survivor Characteristics  
Victim-Offender Relationship Dynamics  
Prostitution  
Domestic Minor Sex Trafficking  
Discuss Readings  
**Exam #3 Review**

4/5: **Exam #3**

## **Week 12: Working with Human Trafficking Survivors (Cont.):**

### **\*Readings:**

1.) Ch. 8 (Cavaiola & Colford)

4/10: Trauma and Crisis Intervention—Survivors of Human Sex Trafficking (Cont.)  
Pimps and Johns  
Transnational Trafficking Victims  
Activity  
Interventions—The Stages of Change Model  
Client Resources  
Film  
Discuss Readings

4/12: Human Trafficking  
Guest Speaker

## **Week 13: Working with Secondary Victims:**

### **\*Readings:**



1.) Jordan, K. (2003). *A trauma and recovery model for victims and their families after a catastrophic school shooting: Focusing on behavioral, cognitive, and psychological effects and needs*. Retrieved from:

<http://webcache.googleusercontent.com/search?q=cache:5kis3rORSuMJ:btci.stanford.clockss.org/cgi/reprint/3/4/397.pdf+&cd=5&hl=en&ct=clnk&gl=us> (Available online)

4/17: Trauma and Crisis Intervention—Secondary Victims  
Coping with Trauma to a Loved One—the Effects of Secondary Victimization  
Case Studies  
Parents  
The Stages of Grief  
Grief Counseling and Other Approaches  
Client Resources

4/19: Secondary Victimization (Cont.)  
Advocates & First Responders: Burnout, Compassion Fatigue, Vicarious Trauma  
Self-Care  
Discuss Readings  
Guest Speaker

#### **Week 14: Work on Class Projects:**

##### **\*Readings:**

1.) Ch. 10 (Cavaola & Colford)

4/24: Work on Projects

4/26: Work on Projects

#### **Week 15: Submit Class Projects & Final Exam Review:**

5/1: Class Projects Due  
Lecture/Discussion Topic TBA

5/3: Exam #4 Review

#### **Week 16: Final Exam:**

5/10: Final Exam/Exam #4 (12pm-2pm) \*Note time change

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**STUDENT ACADEMIC POLICIES** concerning Attendance, Academic Honesty, Disabled Student and Services for Disabled Students, and Absences on Religious Holy days may be found at: <http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

**USE OF TELEPHONES AND TEXT MESSAGERS IN ACADEMIC CLASSROOMS  
AND FACILITIES POLICY:** [http://www.shsu.edu/dept/academic-affairs/aps/aps-](http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html)

[curriculum.html](http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html). The use of electronic devices during class (including but not limited to laptops and cell phones, etc.) is prohibited.