

North Hennepin Community College

HSER 1300: Crisis Assessment and Intervention

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: HSER 1400

MnTC Goals: None

Presents basic concepts of crisis assessment, intervention, and referral. The application of strategies and techniques with a discussion of intervention, assessment, and referral models is included. An overview of interventions for specific crisis will be reviewed. An assessment model for making appropriate referrals is presented.

Co-Requisite: HSER 1400

B. COURSE EFFECTIVE DATES: 06/01/2015 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Crisis intervention models
2. Crisis intervention strategies
3. Identifying resources for referral
4. Models for assessment
5. Specific interventions for specific crisis categories; institutional violence, suicide, substance abuse, personal loss, violence in the workplace, sexual assault, domestic violence
6. Theories of crisis

D. LEARNING OUTCOMES (General)

1. Apply concepts of crisis intervention theory (ELO4).
2. Identify current models of crisis assessment and intervention (ELO1, ELO4).
3. Demonstrate basic assessment, intervention and referral techniques (ELO2, ELO4).
4. Construct a referral tool to use in the assessment model (ELO2, ELO3, ELO4).

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

Knowledge of Human Cultures and the Physical and Natural World; Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.

Intellectual and Practical Skills; Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.

Personal and Social Responsibility and Engagement; Including: Civic knowledge and involvement; campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.

Integrative and Applied Learning; Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.