

**San José State University  
Justice Studies Department**

**JS131, Crisis Intervention/Mediation/Restorative Justice, Sect. 01, Spring 2017**

**Course and Contact Information**

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<b>Office Hours:</b>	Thursday: 9:00 a.m.- 10:00 a.m.
<b>Class Days/Time:</b>	Tues/ Thurs: 7:30 a.m.-8:45 a.m.
<b>Classroom:</b>	MacQuarrie Hall; Room # 523
<b>Prerequisites:</b>	Students must have passed the Writing Skills Test (WST), have upper division standing (56 units), and have completed their CORE GE classes. Successful completion or co-enrollment in 100W is high recommended.
<b>GE/SJSU Studies Category:</b>	JS131 counts as an Methodology Course in the Justice Study Major.

**Justice Studies Department Reading and Writing Philosophy.**

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

**Course Description**

The course examines the theory, research, and practical skill development in communication and problem resolution strategies using techniques of crisis intervention, mediation and restorative justice. Topics include

definitions of crisis, multi-culturally effective intervention, climate of human growth, law enforcement and crisis, crisis/hostage negotiation, human service workers in crisis, and debriefing. These issues are viewed from a Justice Studies perspective, but integrate a range of perspectives including community policing, family court, dependency court and juvenile justice settings, and institutions with a focus on Alternative Dispute Resolution (ADR) methods.

**Prerequisite:** Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Note: Course must be passed with a "C" or better as an SJSU graduation requirements.

## **Learning Outcomes and Course Goals**

### **GE Learning Outcomes (GELO):**

After successfully completing the course, students shall be able to:

- GELO 1. Develop a theoretical framework for understanding people in crisis and/or conflict and the ability to assess and apply appropriate strategies to deal with them. (Course Learning Objectives 1 and 3)
- GELO 2. Identify and utilize appropriate strategies and techniques for managing and resolving conflict and adapt these strategies and techniques to a broad range of situations. (Course Learning Objectives 2 and 3)
- GELO3. Recognize and understand appropriate intervention responses to victims from different cultural, racial, and ethnic groups within the U.S. (Course Learning Objectives 2 and 4)
- GELO 4. Treat specific individual problems and populations including, but not limited to: ethnically, culturally, and sexually diverse clients, psychiatric, mood and chemical dependence issues, personal loss, medical and community crisis, hostage negotiation, and crisis in the human service workplace. (Course Learning Objectives 1, 2, 4, and 5)

### **Course Learning Outcomes (CLO)**

After successfully completing the course, students shall be able to:

- CLO 1. Effectively identify, assess, and apprise individuals in crisis and/or conflict situations and apply appropriate strategies to the situation.
- CLO 2. Demonstrate a variety of communication styles, interviewing techniques, crisis intervention and problem-solving methods necessary in crisis events, and articulate the procedures for mediating mutually acceptable resolutions in various types of conflict situations.
- CLO 3. Identify and use specific and appropriate conflict management and resolution techniques and apply those techniques to various forms of crisis with socio-cultural consideration which come along with varying crisis.
- CLO 4. Recognize through personal reflection an understanding of their own life experiences and how that knowledge can be applied to their work and individuals in crisis.
- CLO 5: Evaluate the client's present situational crisis in terms of the client's coping ability.

This involves reviewing:

- (a) Mobility
- (b) Support Systems needed
- (c) Physical Resources required
- (d) Degree of threat to self and others

## Required Texts/Readings

### Textbook

1. James, R. & Gilliland, J. (2013) **Crisis Intervention Strategies**: 7th Edition. Brooks/Cole, Cengage Learning. ISBN# 13-978-1-111-18677-7. Students can purchase the class text at the SJSU bookstore and/or rental from Cengage.

### Other Readings

Additional articles and readings are posted on the course schedule below. These are subject to change with notice via instructor. Please note, some readings have been marked as TBA and will be assigned with due notice.

### Recommended Readings (not required).

1. American Psychological Association (APA) (2012) Publication Manual of the APA. 6<sup>th</sup> Edition
  - a. Any APA reference guide (published since 2005) is acceptable. These are available at any bookstore or at [www.apastyle.org](http://www.apastyle.org)

### Other equipment / material requirements

Students will need dependable access to a computer and the internet. Students will need to be familiar with software associated with Canvas TM™. Students need to be able to submit papers in standard work process format.

### Library Liaison

Silke Higgins, [silke.higgins@sjsu.edu](mailto:silke.higgins@sjsu.edu), (408) 808-2118  
<http://libguides.sjsu.edu/justicestudies>

### Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Syllabus Policy S16-9 at <http://www.sjsu.edu/senate/docs/S16-9.pdf>

	Assignments/Activity	Due Date	Weight	Corresponding CLO
Papers	Equally weighted		35%	1,2,3,4,5,
	Crisis Intervention Paper (20%)	3/9/17		1, 2, 3, 4, 5,
	Direct Observation Activity. Paper -	4/6/17		1,2,3,4

	Agency/Topic Research ( 15%)			
Exams	Equally weighted		35%	1 – 5
	(3)Quizzes	See Course Schedule		1, 2, 3, 4, 5,
	Final (Cumulative)	May 19, 2017 7:15 a.m./9:30 a.m.		1, 2, 3, 4, 5,
Participation	Equally weighted Written Responses  In-class Exercises	See course Schedule	30%	1 – 5  1, 4, 5

### Submission of Assignments to Canvas™

Students are required to submit all documents to Canvas. It is your responsibility to submit documents to Canvas that are in common formats so that the documents can be opened and processed by Canvas. Failure to submit documents in an acceptable format may result in a zero for that assignment. Students will be sent a message if the document cannot be opened or processed. If this continues to be a problem, students may receive a zero without further notice for assignments submitted in formats that cannot be opened and processed.

Embedded in Canvas is **Turnitin.com**, which generates an originality report. Each originality report is reviewed to evaluate for plagiarism. Documents that cannot be processed through turnitin.com cannot be graded. Documents that cannot be fully processed may result in a zero for that assignment.

### Grading Information

The class assignments will have a point total that will be included in the instructions for the activity or assignment, including due dates and late policies. Some assignments, such as discussions and quizzes, will close at the deadline with no option for late submissions. Students failing to complete their assignments by these deadlines will receive a zero for that time.

Students are evaluated based on Papers, Exams, and Participation. Point totals can be tracked in the grades tab in Canvas™. The letter grades described below will be assigned based on the percent of the total points. Papers are graded on a rubric, which can clarify for students how to approach their assignments (provided in class).

## **Papers (35%)**

Papers make up 35% of the student's grade. Two written assignments are required during the semester. Each assignment involves library research analysis of assigned topic, integration of information covered in the course culminating in a well-written six to eight (6-8) page paper.

All papers must be submitted to Canvas™ in the designated folder on or before the due date. Please note the due date. Late papers will be docked 4 points for the first day late and 1 point for each day after (including weekends and holidays). Papers more than two weeks late will not be accepted without prior approval. Each paper will be weighted equally.

Both papers require literature review (i.e. library research) and proper APA format and citation. Students are expected to be able to write at an upper division level. Students are strongly encouraged to use the writing centers and resources on campus if they feel that their writing ability and/or understanding of APA style may impact their performance on these papers. Appointments should be made in advance to allow enough time to make recommended changes prior to the due dates. A link to Purdue OWL is provided in "Course Support Materials," in the Modules tab. This link provides information about formatting, citations and referencing.

Two writing assignments require students to demonstrate their understanding of the course content learning outcomes (CLO'S) 1-5. Other experiences that develop mastery of the outcomes include small group discussions, exercises analyzing case vignettes, documentary film reviews, class discussions, and an observation in either a suicide/crisis facility, homeless shelter, YWCA, the Bill Wilson Center, Homefirst, or the Veteran's Center.

### **ASSIGNMENT No. 1: Crisis Intervention (CI)**

Full assignment and grading rubric will be provided for both assignments in class .

Students will read the book (2016) **Hillbilly Elegy: A Memoir of a Family and Culture in Crisis** (272 pgs) ISBN: 9780062300546. Available at Barnes and Noble, Amazon, local libraries, and/or Amazon.

### **ASSIGNMENT No. 2: Direct Observation Activity (DOA)**

The second paper requires researching a special topic and acquainting yourself with an agency directly involved in crisis intervention, restorative justice, or crisis negotiation. Assignment details to be given in class.

## **Examinations (35%)**

### **Quizzes**

Three quizzes will be given in class and must be completed by the designated due date. Students are encouraged to take all quizzes as a way to stay current with course material throughout the course and receive feedback on comprehension of key concepts. Please plan and prepare to have a green Scantron Form No # 815-E for each quiz. See the course schedule for quiz dates.

## Final Exam

A cumulative final exam will be given on the assigned final exam day. The exam will be cumulative and will cover content from assigned readings and lecture material. A study guide will be provided to all students in class prior to the Final. The cumulative score of the quizzes and the final will make up **35%** of the student's grade. More details can be found in University Policy S06-4 (<http://www.sjsu.edu/senate/docs/S06-4.pdf>)

## Participation (30%)

- 1. Written Responses:** Five Written Responses will be kept in a student folder presented to the instructor. The Written Responses will be used to facilitate integration of concepts presented in class. This forum encourages students to personally explore the material and promotes active learning. The Written Responses request personal reflection on the material and will be handled respectfully and confidentially. Grades are based on the student's thoughtfulness and scholarly integration of course concepts. In strong responses, students make connections between course material and their evolving critical discourse on the topic. Responses are noted as class activities in the course schedule below.
- 2. In-class exercises:** Graded exercises will be used to facilitate student dialogue, an important process for learning and the integration of complex social issues. Please pay close attention to deadlines included in the syllabus. This is done to facilitate discussion among students. A class announcement will be made once class exercises are available. Students are responsible for all instructions.

**Grades are calculated based upon the scale below:**

98.0 - 100% = A+	78.0 - 79.9% = C+
93.0 - 97.9% = A	73.0 - 77.9% = C
90.0 - 92.9% = A-	70.0 - 72.9% = C-
88.0 - 89.9% = B+	68.0 - 69.9% = D+
83.0 - 87.9% = B	63.0 - 67.9% = D
80.0 - 82.9% = B-	60.0 - 62.9% = D-
	00.0 - 59.9% = F

NOTE : University policy F-15-12 (at <http://www.sjsu.edu/senate/docs/F-15-12.pdf>) states that, "Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the students. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated."

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## Classroom Protocol.

As a note of caution; the content of this course can raise sensitive issues. Given this, students should express and conduct themselves with the utmost respect and awareness of the potential impact on others based on

statements made or views expressed. Conversely, students are encouraged to express their experience of disrespect, for the benefit of all, in a manner consistent with the same standards for awareness and respect. Perceived violations of this expectation will be first viewed as teachable opportunities communicated directly to the student or students concerned.

It is expected that students will keep up with the course and its deadlines by checking for updates, new material and due dates on a regular basis, and by completing lectures and activities each week.

Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy (Academic Senate Policy S07-2), require you to be honest in all your academic course work. Faculty members are required to report all alleged violations of the Academic Integrity Policy to Student Conduct and Ethical Development. Instances of academic dishonesty will not be tolerated. Cheating or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a [insert Academic Sanction you choose from section 4.0] and administrative sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Cell phones must be kept OFF OR ON SILENT upon entering and during class structure time. No cell phones are to be visible during class structure time.

### **University Policies**

Office of Graduate and Undergraduate Programs maintain university-wide policy information relevant to all courses, such as academic integrity, accomplishments, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## JS 131/Crisis Intervention/Mediation/ Restorative Justice, Fall 2016, Course Schedule

The following is an agenda for the semester including topics, readings, assignments, activities and the final exam. This course schedule provides a general plan that is subject to change with fair notice.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26/17	<p><b>Course Overview</b>            Instructor introduction            Syllabus and Course Overview            Introduction to Crisis Intervention/Mediation/Restorative Justice            Introduction to use of Canvas in JS 131</p>
2	2/31/17  2/2/17	<p>Assignment/Activity: Crisis Intervention Discussion and group activity.            Quiz (1): Study the syllabus</p> <p><b><u>Part 1: Basic Training: Crisis Intervention Theory and Application</u></b>  <b>Communication Skills:</b>            Verbal vs. Non-Verbal            Assignment/Activity: Crisis Intervention Discussion and group activity</p> <p>View YouTube video: Epic Era Training Preview: "Just Listen" Girl with Nail in Forehead            Written Response (1) due</p> <p><b>Reading:</b>            James (2013) Textbook            Chapter 1: Approaching the Crisis Intervention</p> <p>What is the "New Normal?"</p>
3	2/7/17  2/9/17	<p><b>LABOR DAY HOLIDAY: NO CLASS</b></p> <p><b>Assignment/Activity:</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Class Activity: Communication Skills in Crisis Situations</p> <p>Paper 1: (CI) Case Study with focus on mental illness and crisis:  <b>Book:</b> <u>Hillbilly Elegy: A Memoir of a Family and Culture in Crisis</u> (Barnes and Noble and/or Amazon)            Paper due: 3/9/17</p>
4	2/14/17  2/16/17	<p><b>Reading:</b>            James (2013) Textbook            Chapter 2: Culturally Effective Helping</p> <p>Multicultural competence: A Continual Pursuit-Counseling Today (Sept. 1, 2013) (10 pages)</p> <p><b>Assignment/Activity</b>            Group Activity and Discussion on working with people from different cultural backgrounds.            Internet: Stanford research: People from different cultures express sympathy differently. <a href="http://news.stanford.edu/2015/03/25/cultural-differences-sympathy-032525">http://news.stanford.edu/2015/03/25/cultural-differences-sympathy-032525</a></p> <p>Written Response (2) due</p>
5	2/21/17  2/23/17	<p><b>Reading:</b>            James (2013) Textbook            Chapter 3: The Intervention and Assessment Models            Fight, Flight, or Freeze, Severity Models, Triage</p> <p><b>Assignment/Activity:</b> Meaning of Life Circle</p>
6	2/28/17  3/2/17	<p><b>Assignment/Activity:</b>            Critical Thinking class discussion. Student to bring a current newspaper or magazine article on crisis. Describe the incident and provide your opinion of what lead to the crisis. Provide a copy of article to the instructor.</p> <p><b>Guest Speaker:</b> Santa Clara County Group Counselor Edgar Davalos -How to prepare and respond to crisis when working in a Juvenile Detention Facility.            Quiz (Q2)</p>
7	3/7/17  3/9/17	<p><b>Reading:</b>            James (2013) Textbook            Chapter 4: The Tools of the Trade</p> <p>Brene Brown on Empathy - You-Tube (2.54 mins)</p> <p><b>Assignment/Activity:</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		(Group Activity) Written Response (3) due
8	3/14/17  3/16/17	<b>Reading:</b> James (2013) Textbook Chapter 5: Crisis Case Handling  <b>Assignment/Activity:</b> Discuss the crisis situation and case handling of Department of Correction deceased inmate Michael Tyree, and the Correctional Officers
9	3/21/17  3/23/17	DOA: Field Trip: Santa Clara County Juvenile Detention Facility: 6:00 p.m. to 8:15 p.m. Meet at 840 Guadalupe Parkway, San Jose, CA. 95110 Due 4/6/17 James (2013) Textbook Chapter 6: Telephone and Online Crisis Counseling  Class video role-playing  <b>Assignments/Activity:</b> Class activity to De-Stress. Tools for Coping, Circle of Thought. How to care for yourself, and how to De-grief. <b>Guest Speaker: TBA</b>
10	3/28/17 3/30/17	<b>SPRING BREAK</b>
11	4/4/17  4/6/17	<b>Reading:</b> James (2013) Textbook Chapter 7: Post-traumatic Stress Disorder; pgs 149-152, 156-161, 163-164 Chapter 8: Crisis of Lethality: pgs 209-215. Assessment Suicide Clues: pgs 217-218; Some Don't: pgs 235-236  <b>Assignment/Activity:.</b> Video on Loss Group Activity (Danger Assessment) Written Response (4) due Quiz (Q3)
12	4/11/17	<b>Reading:</b> James (2013) Textbook Chapter 9: Sexual Assault; pg 248-250, 255-263, 281-284 Chapter 10: Partner Violence; pgs 297-306, 319-322  Class Discussion on Sexual Assault Dynamics- Adolescents, Adults, and Students <b>Guest Speaker:</b> YWCA Advocate  <b>Reading:</b> Case study: The 2009 Richmond High School Gang Rape-Wikipedia

Week	Date	Topics, Readings, Assignments, Deadlines
	4/13/17	<p>Audrie and Daisy: review on internet</p> <p><b>Assignment/Activity:</b>            Justice System Response to Partner Abuse            Movie Discussion: Watch full movie: The Burning Bed (1984), online free/ffilms.org            Written Response (5) will be based on the movie: The Burning Bed</p>
13	4/18/17         4/20/17	<p><b>Reading:</b>            James (2013) Textbook            Chapter 11: Chemical Dependency " The Crisis of Addiction" Pgs 349-352,            Dynamics of Addiction: pgs 356- 364</p> <p>Understanding Addiction: Complexities, Controversies, and Contradictions.            The Stages of Change-Experience Life (5 pages)  <a href="https://experiencelife.com/article/the-stages-of-change/Relapse">https://experiencelife.com/article/the-stages-of-change/Relapse</a></p> <p><b>Assignment/Activity:</b>            Group Assessments on Family member and/or friend with addiction.  <b>Guest Speaker:</b>            Santa Clara County Deputy Probation Officer Mekila Lopez.            How to balance Professional and Personal crisis on the job.</p>
14	4/25/17         4/27/17	<p><b><u>PART 3: On the Home Front: Crisis in the Human Services Workplace</u></b></p> <p><b>Reading:</b>            James (2013) Textbook            Chapter 12: Personal Loss: Bereavement and Grief</p> <p>Frozen Moments/Unfinished Business Letter            Circle of Meaning</p> <p><b>Assignment/Activity:</b>            Exercises for Healing: Heart Hotel, and Backpack</p>
15	5/2/17         5/4/17	<p><b>Reading:</b>            James (2013) Textbook            Chapter 13: Crisis in Schools            Prevention, Intervention, and Post-Intervention</p> <p><b>Restorative Justice as a Social Movement</b>            The Facilitators Role            Mediation            Suicides, Bullying, and Gang-initiated violence</p> <p><b>Assignment/Activity:</b>            Critical Thinking Class Discussion: Death of a Student, Instructor, and</p>

