

**San José State University
Justice Studies Department**

JS131, Crisis Intervention/Mediation/Restorative Justice, Sect. 01, Fall 2020

Course and Contact Information

Instructor:	Virginia Montelongo, M.S.
Office Location:	Online Only
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Email:	Virginia.Montelongo@sjsu.edu
Office Hours:	Online Only, ZOOM: Monday 9:00 AM – 10 AM, or by appointment
Class Days/Time:	Online, asynchronous
Classroom:	Online
Prerequisites:	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.
GE/SJSU Studies Category:	JS131 counts as a 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 Format

This is a fully online, asynchronous course. All instruction will take place online, with no physical in-person or on-campus meetings or in-person activities required. Students will need a computer and reliable internet access with the bandwidth to stream YouTube videos and to complete online assignments. Access to reliable internet is the responsibility of the student. Students will need to be comfortable with Canvas Learning Management System course [login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. All assignment submissions must be submitted in Canvas in the appropriate assignment. Assignments sent as email attachments will not be accepted as submitted. All communication will be sent through Canvas, either as announcements or emails. Students are responsible for regularly checking with, and are encouraged to stay up-to-date, with class communication.

Embedded in Canvas is **Turnitin.com**, which generates an originality report. Each originality report is reviewed to evaluate for plagiarism. To ensure processing, students are required to submit assignments as Word documents (.docx). Other formats are not able to be consistently and reliably processed by Turnitin.com, an integrated component of Canvas. Students using Google docs or Pages will need to save documents in the .docx format. Failure to comply with this formatting requirement could result in late point deductions or a zero if the assignment is not able to be opened and fully processed for originality. Documents that cannot be processed through turnitin.com cannot be graded.

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.

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. (2017) **Crisis Intervention Strategies**: 8th Edition. Brooks/Cole, Cengage Learning. ISBN# 978-1-305-27147-0. Students can obtain via ebook at the SJSU library, Amazon, and/or rental from Cengage.
2. Miller, Chanel (2019) **Know My Name “a memoir.”** Penguin Random House. ISBN #978-0735223707 (hardcover) ISBN # 978-0735223714 (ebook)
3. 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. 6th Edition
 - a. Any APA reference guide (published since 2005) is acceptable. These are available at any bookstore or at www.apastyle.org

Technology Requirement / material requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students.

<https://www.sjsu.edu/learnanywhere/equipment/index.php>

Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

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. For more information on how to use Canvas: Log on to Welcome to Canvas of San Jose State University (sjsu.instructure.com) or Guides i Canvas LMS Community (Community.canvas/ms.com).

Recording Zoom classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Material created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistance technology due to a disability to notify the instructor.

Technical difficulties

Internet connection issues:

Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties

Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam will provide a record of the situation.

Contact the SJSU technical support for Canvas

Email: ecampus@sjsu.edu

Phone: (408)924-2337

<https://www.sjsu.edu/ecampus/support/>

Academic Dishonesty

Students who are suspected of cheating during an exam or on any assignment will be referred to the Student Conduct and Ethical Development office and depending on the severity of the conduct, will receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

Library Liaison

Silke Higgins, 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>

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. For more information on how to use Canvas: Log on to Welcome to Canvas of San Jose State University (sjsu.instructure.com) or Guides i Canvas LMS Community (Community.canvas/ms.com).

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	Assignments/Activity	Due Date	Weight	Corresponding CLO
Papers	Equally weighted		35%	1,2,3,4,5,
	Crisis Intervention Paper (20%)	9/21/2020		1, 2, 3, 4, 5,
	Virtual Observation Activity. PowerPoint Agency/Topic Research (15%)	10/19/2020		1,2,3,4
Exams	Equally weighted		35%	1 – 5
	(6)Quizzes (10%)	See Course Schedule		1, 2, 3, 4, 5,

	Final (Cumulative)	Thursday 12/10/2020 Chapters (9-13) 7:45PM to 10:00PM		1, 2, 3, 4, 5,
Participation	Equally weighted Written Responses Assignments Discussions	See course Schedule	30%	1 – 5 1, 4, 5

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 options for late submissions. Students failing to complete their assignments by these deadlines will receive a zero.

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 (included with assignment).

Written Responses are not accepted for submission after the posted close date and time, typically Friday of the same week. Discussions and quizzes will close at the due date and time. Students failing to complete their assignments or activity by the due date, will receive a zero.

Make-ups are not available except under extenuating circumstances where documentation can be provided.

Extra Credit

There will be only one opportunity for Extra Credit worth 8 points. This opportunity will take place on August 26, 2020.

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™ on or before the due date. Assignments are to be submitted via CANVAS with the following format: Word documents (.docx). If an assignment cannot be opened by the instructor-it will be considered late. Please familiarize yourself with CANVAS and 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.

Both papers require literature review (i.e. library research) and proper APA 6th Edition format and citation. Students are expected to be able to write at an upper division level. Students are strongly encouraged to use the San Jose State University Writing Lab if they feel that their writing ability and/or understanding of APA style may impact their performance on these papers. www.sjsu.edu/ecampus/teaching-tools/writing/ Please review Purdue OWL on the internet. This website provides information about APA 6th Edition formatting, citations and referencing. owl.purdue.edu/owl

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 group discussions, exercises analyzing case vignettes, documentary film reviews, and a virtual observation in either a suicide/crisis facility, homeless shelter, ConXion, YWCA, the Bill Wilson Center, Homefirst, Re-Entry Center, or the Veteran's Center.

ASSIGNMENT No. 1: Crisis Intervention (CI) Research Paper

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

Students will read the book, Miller, Chanel, (2019) **Know My name “ a memoir.”** (367 pgs) ISBN: 978-0735223707 (hardcover) ISBN# 978-0735223714 (ebook). Available at Barnes and Noble, local libraries, and/or Amazon.

ASSIGNMENT No. 2: Virtual Observation Activity (DOA) PowerPoint Presentation

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 TBA.

Examinations (35%)

Quizzes

Six quizzes will be assigned and must be completed by the **designated time and 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 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 recap of material will be available to all students 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:** Four Written Responses will be assigned. 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. Grading rubrics are provided in the assignments to guide students in their responses. 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. Written Responses are typically 250 -500 words.
- 2. Online class assignments:** Graded exercises (discussions, assignments, etc) 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 and on Canvas. This is to facilitate discussion among students. Students are responsible for all instructions. Grading rubric will be provided.

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 written or views expressed. Students are to become familiar with Netiquette. More information can be found on the internet under "[10 Netiquette Guidelines Online Students Need to Know.](#)"

It is expected 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. All students can track their grade progress via CANVAS.

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.

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, 2020, Fall Online 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: Subject material to include relevant articles, discussions, assignments, and readings, etc., TBA.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday August 19	Module 0 (Week 1) Course Overview Instructor introduction Syllabus and Course Overview Introduction to Crisis Intervention/Mediation/Restorative Justice Introduction to use of Canvas in JS 131 Student introduction Discussion (Required) Review Ted Talk: TBA 1 st Assignment: Due 9/21/2020
2	8/24/2020 8/26/2020	Module 1 (Weeks 2-3) Discussion Assignment on Ted Talk (8/19) <u>Part 1: Basic Training: Crisis Intervention Theory and Application</u> Communication Skills: Verbal vs. Non-Verbal Assignment/Activity: Crisis Intervention Discussion and group activity View YouTube video: Epic Era Training Preview: "Just Listen" Girl with Nail in Forehead Written Response (1) due Reading: James (2017) Textbook Chapter 1: Approaching the Crisis Intervention What is the "New Normal?" Discussion Assignment

Week	Date	Topics, Readings, Assignments, Deadlines
3	8/31/2020 9/2/2020	<p>Discussion Assignment Quiz (1) Chapter 1</p> <p>Assignment/Activity: Class Activity: Communication Skills in Crisis Situations Paper 1: (CI) Case Study with focus on sex offenders and crisis: Book: <u>Know My Name “a memoir.”</u> (Barnes and Noble and/or Amazon) 1st Assignment due: 9/21/2020</p>
4	9/7/2020 9/9/2020	<p>Module 2 (Weeks 4 -5)</p> <p>Reading: <u>Labor Day</u> James (2017) Textbook Chapter 2: Culturally Effective Helping Discussion Assignment Multicultural competence: A Continual Pursuit-Counseling Today (Sept. 1, 2013) (10 pages)</p> <p>Assignment/Activity Group Activity and Discussion on working with people from different cultural backgrounds. Internet: Stanford research: People from different cultures express sympathy differently. http://news.stanford.edu/2015/03/25/cultural-differences-sympathy-032525 Written Response (2) due</p>
5	9/14/2020 9/16/2020	<p>Reading: James (2017) Textbook Chapter 3: The Intervention and Assessment Models Fight, Flight, or Freeze, Severity Models, Triage Quiz (2) Chapters 2-3 Discussion Assignment</p> <p>Virtual Guest Speaker: TBA 1st Assignment Due Assignment</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	9/21/2020 9/23/2020	<p>Module 3 (Weeks 6- 7) Assignment/Activity: Critical Thinking class discussion. Student to obtain 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 the article link to the instructor. 1st Assignment Due Discussion Assignment</p> <p>James (2017) Textbook: Chapter 4: Discussion Assignment</p>
7	9/28/2020 9/30/2020	<p>First Aid Suicide: Question/Persuade/Refer (QPR) First Aid Suicide: QPR</p>
8	10/5/2020 10/7/2020	<p>Module 4 (Weeks 8-9) Reading: James (2017) Textbook Chapter 5: Crisis Case Handling 2nd Assignment (VOA) Due 10/19/2020</p> <p>Assignment/Activity: Discuss the crisis situation and case handling of Department of Correction deceased inmate Michael Tyree, and the Correctional Officers Discussion Assignment *Tentative Virtual Field Trip</p>
9	10/12/2020 10/14/2020	<p>James (2017) Textbook Chapter 6: Telephone and Online Crisis Counseling Written Response (3) Due QUIZ (4) Chapters 5-6)</p> <p>Class Discussion/Activity/ video Restorative Justice Discussion Assignment</p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/19/2020 10/21/2020	<p>Module 5: (Weeks 10-11) James (2017) 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 Discussion Assignment 2nd Assignment Due</p> <p>Assignment/Activity: TBA Video on Loss Group Activity (Danger Assessment)</p>
11	10/26/2020 10/28/2020	<p>C.I.T. (Crisis Intervention Team) This week will consist of discussion, videos, assignments on C.I.T. and First Responders. Hostage Negotiators</p>
12	11/2/2020 11/4/2020	<p>Module 6: (Weeks 12-13) Reading: James (2017) Textbook Chapter 9: Sexual Assault; pg 248-250, 255-263, 281-284 Chapter 10: Partner Violence; pgs 297-306, 319-322 Discussion Assignment</p> <p>Reading: Case study: The 2009 Richmond High School Gang Rape-Wikipedia Audrie and Daisy: review on internet QUIZ (6) Chapter 9-10 Discussion Assignment Virtual Guest Speaker: CISM (Critical Incident Stress Management)</p>
13	11/9/2020 11/11/2020	<p>Reading: James (2017) Textbook Chapter 11: Chemical Dependency " The Crisis of Addiction" Pgs 349-352, Dynamics of Addiction: pgs 356- 364 Written Response (4) Due <u>Veteran's Day</u></p> <p>Understanding Addiction: Complexities, Controversies, and Contradictions. The Stages of Change-Experience Life (5 pages) https://experiencelife.com/article/the-stages-of-change/ Relapse Assignment/Activity: Group Assessments on Family member and/or friend with addiction.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
14	11/16/2020 11/18/2020	<p>Module 7: (Weeks 14-15)</p> <p><u>PART 3: On the Home Front: Crisis in the Human Services Workplace</u></p> <p>Reading: James (2017) Textbook Chapter 12: Personal Loss: Bereavement and Grief Frozen Moments/Unfinished Business Letter Circle of Meaning</p> <p>Assignment/Activity: Exercises for Healing: Heart Hotel, and Backpack Self-Care Discussion Assignment</p>
15	11/23/2020 11/25/2020	Thanksgiving Holiday Week
16	11/30/2020 12/2/2020	<p>Module 8: (Chapters 16-17-18)</p> <p>Reading: James (2017) Textbook Chapter 13: Crisis in Schools Prevention, Intervention, and Post-Intervention</p> <p>Restorative Justice as a Social Movement The Facilitators Role Mediation Suicides, Bullying, and Gang-initiated violence</p> <p>Assignment/Activity: Critical Thinking Class Discussion: Death of a Student, Instructor, and Helping Children Cope with Loss and Trauma Accessing the Good: Connecting to the Meaningful in our Life.</p>
17	12/7/2020	<p>Movie: TBA (Can be found on Netflix) Class discussion on suicide, and the people left behind.</p> <p>Class Review Critical Thinking Class Discussion: Critical incidents and Homelessness, Law Enforcement, and students.</p>
18	12/7/2020 12/10/2020 Thursday	<p>Class Review for Final</p> <p>FINAL: Chapters: (9-13) 7:45 PM to 10:00 PM</p>