EDFS 500
Nonviolent Crisis Intervention
Spring 2010 (1 hr.)

Meeting Time & Place: Saturdays, February 6th and 13th, 9:00 a.m. to 4:00 p.m. – Lowcountry Graduate Center

Instructors: Drs. Mike Skinner & Marie Manning

Office Hours: Posted

Office Location: 86 Wentworth, Room #221

Office Phone/Fax/e-mail: 843-953-5613 843-953-5407 (fax) skinnerm@cofc.edu

Course Pre- and Co-requisites:

This course must be completed during the semester in which clinical practice takes place.

Course Texts & Other Materials:


Course Description:

This course provides students with the knowledge and skills required to effectively handle crisis situations in school, clinic, and residential settings. Although a major focus of the course is prevention of acting out behavior, students also receive training in strategies designed to control verbally and physically aggressive behavior while protecting students and themselves.

Objectives:

<table>
<thead>
<tr>
<th>No.</th>
<th>Upon successful completion of this course, students should be able to:</th>
<th>School of Education Standard</th>
<th>CEC Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>define crisis development in terms of four behavior levels and match crisis development levels with corresponding staff attitudes;</td>
<td>Standard III</td>
<td>Standard 5</td>
</tr>
<tr>
<td>2.</td>
<td>demonstrate awareness of nonverbal communication during interventions;</td>
<td>Standard V</td>
<td>Standards 5 &amp; 6</td>
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<tr>
<td>3.</td>
<td>discuss how proxemics, body posture, and body motion (kinesics) affect anxiety level;</td>
<td>Standard III</td>
<td>Standard 5</td>
</tr>
<tr>
<td>4.</td>
<td>de-escalate a crisis situation by fostering awareness of nonverbal communication;</td>
<td>Standards III &amp; V</td>
<td>Standards 5 &amp; 6</td>
</tr>
<tr>
<td>5.</td>
<td>demonstrate awareness of the important of how a verbal statement is delivered;</td>
<td>Standard V</td>
<td>Standard 6</td>
</tr>
</tbody>
</table>
6. identify the three components of paraverbal communication; | Standard V | Standard 6  
7. identify levels of defensive behavior; | Standard III | Standard 5  
8. react to the verbally acting out person with appropriate verbal responses to defuse the potential crisis situation; | Standards III & V | Standards 5 & 6  
9. identify underlying factors which precipitate acting out behavior; | Standard III | Standard 5  
10. maintain professional attitudes and behavior during acting out behaviors by using rational detachment; | Standard III | Standard 5  
11. explain the cause/effect relationship between teachers and students during crisis intervention; | Standard III | Standard 5  
12. list and discuss the causes of fear; | Standard III | Standard 5  
13. identify productive and nonproductive behaviors caused by fear; | Standard III | Standard 5  
14. demonstrate how to make fear/anxiety work for you in a crisis situation; | Standard III | Standard 5  
15. identify forms of physical attack and basic principles of personal safety; | Standard III | Standard 5  
16. demonstrate and practice personal safety techniques to avoid injury to both staff and acting out individuals if behavior escalates to a physical level; | Standard III | Standard 5  
17. demonstrate the ability to control individuals in nonharmful ways; | Standard III | Standard 5  
18. demonstrate control techniques for extremely violent students; | Standard III | Standard 5  
19. explain the importance of using a team approach; | Standard IV | Standards 5 & 10  
20. demonstrate a safe, nonharmful transport technique; | Standard III | Standard 5  
21. demonstrate techniques for assisting the student experiencing tension reduction to examine alternative behaviors to acting out; and | Standard III | Standard 5  
22. communicate with team members after the crisis intervention. | Standard V | Standard 6
Learning Activities & Point Values:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>Participation in Training Exercises, Lectures, &amp; Discussions</td>
<td>Each student must participate in all aspects of the NVCI training as outlined in the “Training Agenda” sections of this syllabus. This includes lecture, demonstrations, and practice exercises.</td>
<td>50</td>
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<tr>
<td>Post-Test</td>
<td>Each student must pass a post-test which covers material discussed in the course.</td>
<td>50</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Contingencies:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Score Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>91 - 92</td>
<td>91 - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>89 - 90</td>
<td>89 - 90%</td>
</tr>
<tr>
<td>B</td>
<td>86 - 88</td>
<td>86 - 88%</td>
</tr>
<tr>
<td>B-</td>
<td>84 - 85</td>
<td>84 - 85%</td>
</tr>
<tr>
<td>C+</td>
<td>82 - 83</td>
<td>82 - 83%</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81</td>
<td>79 – 81%</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78</td>
<td>77 – 78%</td>
</tr>
<tr>
<td>D+**</td>
<td>75 – 76</td>
<td>75 – 76%</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74</td>
<td>72 – 74%</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71</td>
<td>70 – 71%</td>
</tr>
<tr>
<td>F</td>
<td>69 (or below)</td>
<td>69% (or below)</td>
</tr>
</tbody>
</table>
Attendance Policies:
To receive credit for the class and certification in Nonviolent Crisis Intervention, students must attend all of both class sessions

Additional Information:

1. It is important for the welfare of all class members that the following safety rules be observed at all times:
   ** Treat each other as peers.
   ** We are all responsible for each other’s safety.
   ** You are responsible to gauge for yourself any past/current injuries and your comfort level. If you have any concerns, please see me during a break.
   ** Horseplay will not be tolerated.
   ** Teaching of other techniques will not be tolerated.
   ** In all exercises, you will act only on my command/direction.
   ** You must report all injuries to me immediately.
   ** Cooperate, don’t compete.

2. All exercises should be completed at a relatively slow speed.

3. Pair up with other students based on similar size and weight.

4. Take detailed notes. Putting material into your own words helps you to understand and retain information.

Honor System

The honor code of the College of Charleston will be followed in this course. The honor code of the College can be found in the publication titled: Student Handbook: A Guide to Honorable Conduct. Copies of this document are provided to students at orientation and are also available in the Office of Student Affairs.

Course Calendar:
# Course Outline

## DAY ONE

**Introductions/Pre-Test**

**Unit I**  
Crisis Development Behavior  
Levels/Lecture

**Unit II**  
Proxemics & Kinesics/Exercises  
Proxemics Lecture  
Kinesics Lecture  
Supportive Stance Lecture

**Unit III**  
Paraverbal Communication/Exercise  
Paraverbal Communication/Lecture

**Unit IV**  
Verbal Escalation Continuum/Exercise  
Verbal Escalation Continuum/Lecture  
Verbal Intervention Tips & Tech./Lecture  
Empathic Listening

**Unit V**  
Precipitating Factors/Lecture  
Rational Detachment/Lecture  
Integrated Experience/Lecture

**Post-Test**

## DAY TWO

**Review of Day One**

**Unit VIII**  
Introduction to Physical Control & Restraint/Review of Safety Rules  
Physical Control & Restraint/Demonstration & Practice:

**Unit IX**  
Situational Role Plays and/or Video

**Unit X**  
Postvention: Establishing Therapeutic Rapport/Lecture

## Date | Activity | Assignment
---|---|---
Sept. 20th Saturday | Introduction & Pre-Test | Read Units I - VII
Sept. 27th Saturday | Units VIII - IX: Demonstrations, Exercises, Discussions | Read Units VIII - IX Study for Post-Test

**See detailed description of daily schedules on the next page.**
Personal Safety / Lecture  
Review of Safety Rules  
Personal Safety / Demonstration & Practice

- Punch  
- Kick  
- Wrist Grab / one-handed  
- Wrist Grab / two-handed  
- Hair Pull / one-handed  
- Hair Pull / two-handed

**POLICIES AND PROCEDURES FOR COURSES**  
IN THE SCHOOL OF EDUCATION, HEALTH, & HUMAN PERFORMANCE*

1. **GRADING SCALE:**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
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<td>0.7</td>
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<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

** A grade of 76 or below is considered a failing grade for all graduate courses. No D’s are given in graduate classes.

2. **PROFESSIONAL BEHAVIOR/DISPOSITIONS:** Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:
- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus.
4. **MAKE-UP EXAMINATIONS AND QUIZZES:** If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

5. **DUE DATES:** Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

6. **FINAL EXAMS:** The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.

Revised and approved by SOE faculty 3/31/06

7. **PAPERS:** Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition).

8. **HONOR SYSTEM:** All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

**MISSION**

The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.
Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can **MAKE THE TEACHING - LEARNING CONNECTION** through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

**MAKE THE TEACHING AND LEARNING CONNECTION**

The mission is further defined through elements of teacher competency that organize standards of effective teaching.

**Element of Teacher Competency 1: Understand and value the learner**

Standard I: Evidence theoretical and practical understanding of the ways learners develop

**Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.**

Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas.

Standard III: Evidence a variety of strategies that optimize student learning

Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

**Element of Teacher Competency 3: Understand oneself as a professional**

Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession

Standard V: Communicate effectively with students, parents, colleagues, and the community

Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

College of Charleston
School of Education
Charleston, South Carolina 29424
http://www.cofc.edu/SchoolofEducation