

ED 589 – CRISES IN SCHOOLS: PREVENTION, INTERVENTION AND RECOVERY

SYLLABUS

Instructor: Sarah Helfrich, Ph.D.
E-mail: sarah.Helfrich@bvsd.org
Phone: 303-447-5001 x8970#
Address: 11371 Quivas Way Westminster, CO 80234

COURSE DELIVERY:

Print-Based Correspondence Course

CREDIT HOURS:

Three Semester Hours

PREREQUISITES:

A baccalaureate degree is required for graduate level courses.

COURSE MATERIALS:

To order textbooks or obtain information about book titles you may go to www.exstudies.adams.edu and click on the “ASC Bookstore” icon.

Use **Section Number: 1112** to order books from Bookstore site.

Required Textbook:

Kerr, Mary Margaret. *School Crisis Prevention and Intervention*. Upper Saddle River, New Jersey: Pearson Education, Inc, 2009. ISBN: 13: 978-0-13-172176-0

CATALOG DESCRIPTION:

The unfortunate reality is that school communities face a variety of crises that impact the well being of students and adults alike. Through careful planning, however, schools can limit the negative effects of chaotic, traumatic events. This course will provide educators with knowledge about the prevention, preparation, response and recovery phases of crisis planning. Skills will also be developed to deal with specific situations including, but not limited to, acts of violence, natural disasters, terminal illnesses, accidents and suicides.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Identify common problems one may face in crisis planning

ED 589 – CRISES IN SCHOOLS: PREVENTION, INTERVENTION AND RECOVERY

- Develop policies and procedures related to crisis planning (including but not limited to crisis team development and training, crises response evaluation and improvement efforts)
- Recognize the role of technology in building a school's capacity to handle crises
- Apply effective use of technology to support crisis plan implementation
- Develop strategies to facilitate crisis communications among students, personnel and parents (including handling rumor control and conducting media interviews)
- Conduct safety and threat assessments
- Demonstrate developmentally and age-appropriate responses in a crisis situation
- Identify the characteristics of acute stress reaction and post-traumatic stress disorder
- Implement phases of recovery (including prevention of contagion, group interventions, individual screening and referrals, school involvement in funerals and memorial services, dealing with event anniversaries and providing support to crisis responders for compassion fatigue and burnout)

COURSE REQUIREMENTS:

1. Workbook/Study Guide:

The workbook is divided into three sections: Crisis Planning, Team Preparation and Communications; Prevention, Mitigation and Response; and Recovery After Crisis. The three sections each contain study questions that you should answer and submit either through e-mail or through writing responses directly in the workbook and mailing it to the instructor. There are forty total questions and each question is worth two points. Full points will be awarded for workbook questions that are answered thoughtfully with strong connections to the text as well as in a reflective manner that suggests consideration of one's own experiences as well as consideration of variables that impact one's school or school district's response to crisis. Completion of the questions in the study guide is worth 80 points.

2. Research Paper:

In addition to completing the questions in the study guide, you will complete either a 3-5 page research paper on an area of study related to school crisis or the crisis action plan outlined below. The paper (or action plan) is worth 20 points.

3. Crisis Action Plan:

To complete the course activities, you will choose to either complete the research paper or outline a specific plan of action that will assist your school or school district with creating a

ED 589 – CRISES IN SCHOOLS: PREVENTION, INTERVENTION AND RECOVERY

crisis plan or updating one already in place. The action plan (or research paper) will be worth 20 points.

Together, the study questions in the workbook and the brief research paper or action plan are worth 100 points.

GRADE DISTRIBUTION AND SCALE:

In alignment with ASC academic policies, no D may apply to a major or minor field.

Grading Rubrics:

Research Paper

For your paper with the research focus, you will choose a topic related to school crises. Please choose something that is of interest to you and will increase your knowledge and ability to support all students, staff and community members in time of crisis.

1-5 points – Describes topic in general terms with little or no references to current research on topic

5-10 points – Describes topic using some current data

10-15 points – Describes topic using specific and current data and discusses some implications for school crisis planning

16-20 points – Describes topic using specific and current data. Discusses specific implications for ongoing school crisis planning including roadblocks schools might encounter and information/supports for working through difficulties related to crisis planning, intervention and recovery

CLASSROOM ACTION PLAN

So often we encounter research or data that is interesting or even compelling but we struggle to apply our new knowledge in our classrooms. Writing an action plan related to what you now know about school crisis will help you to take concrete steps to support all members of the school community when the need arises. Establishing a plan of action can mean different things to different educators. For example, you be in a position to look at your school crisis plan while others may be examining the topic from a more district-wide perspective.

ED 589 – CRISES IN SCHOOLS: PREVENTION, INTERVENTION AND RECOVERY

The point rubric below should guide you in the content of your crisis action plan:

1-10 points- Discusses in generalities one's goals related to actions to be taken in the event of a crisis

11-15 points –Discusses crisis plan with specifics related to plan implementation

16-20 points- Discusses crisis action plan in specific terms and addresses all aspects of crisis planning with emphasis placed on prevention and recovery efforts in addition to plan implementation

Grade Distribution:

Study Guide Assignments	80 points
Research Paper or Action plan	20 points
Total Points	100 total points

Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

ADA STATEMENT:

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221 as soon as possible.