

AUGUSTANA UNIVERSITY

Course Syllabus

Crisis Intervention with Youth (LSCI)

Psychology or Special Education 620RY

Graduate course; 3 semester hours of credit

Instructors of Record: Dr. Nicholas Long and Dr. Frank Fecser

This graduate course is designed for advanced professional staff who serves children and youth. The course focuses on children and youth who engage in destructive and self-defeating behavior. It is offered by the **Life Space Crisis Intervention (LSCI) Institute** in collaboration with Augustana University Graduate School. The course requires a time block of 24 - 40 hours in the classroom, as well as independent study outside of class. This is a highly interactive course with lectures, discussion, video analysis, role-playing, tutorial sessions, skill demonstrations, and assigned readings and projects.

Course Description

This course provides carefully structured theoretical and applied instruction in crisis intervention skills for use in reclaiming children and youth involved in patterns of self-defeating behavior. Life Space Crisis Intervention (LSCI) is applicable with troubled and at risk students in residential and day treatment, special education, alternative schools, public school guidance and inclusion programs, and in mental health and juvenile justice programs. The course provides 27 specific competencies for using crisis as a teaching and therapeutic opportunity with students showing six different patterns of self-defeating behavior. This intervention model is a multi-modal psycho-educational methodology first described by Fritz Redl and David Wineman in their classic book, *The Aggressive Child*. The method was employed in interdisciplinary clinical training programs directed by graduate faculties of psychology, special education, and social work at the National Institute of Mental Health. Successful completion leads to advanced LSCI certification from the Life Space Crisis Intervention Institute. This course is approved for three semester hours of graduate credit in psychology or special education from Augustana University.

Student Learning Outcomes:

1. Articulate the dynamics of conflict cycles, which lead to self-defeating behavior.
2. Recognize student-thinking errors that interfere with communication and problem solving.
3. Recognize the process and outcomes of staff counter-aggression, which precludes effective intervention.
4. Assess the circumstances under which LSCI is or is not an appropriate intervention.
5. Demonstrate effective de-escalation, decoding, and counseling strategies for youth in crisis.
6. Differentially diagnose these six common patterns of self-defeating behavior:
 - a. Problems originating elsewhere in a child's ecology
 - b. Problems rooted in a child's reality distortions
 - c. Problems resulting from social skill deficits
 - d. Problems related to negative peer influence
 - e. Problems caused by lack of prosocial values
 - f. Problems of guilt and self-abusive behavior

7. Match specific reclaiming interventions with each of the six patterns of self-defeating behavior.
8. Utilize a six-step sequence and specific communication skills for each reclaiming intervention.
9. Reflect on how certain problems of youth relate to the helper's own personality and values.

Academic Honesty Policy: (<http://www.augie.edu/about/college-offices-and-affiliates/academic-affairs-office/honor-code>)

WE EXPECT YOUR WORK TO BE ORIGINAL. Plagiarism will not be tolerated nor will any inappropriate collaboration on assignments or exams. Depending upon the severity, the penalties for academic dishonesty will range from a 'zero' on the exam or assignment to, at the most serious level, expulsion from the course. The determination of penalty will be by the instructor of the course and will be consistent with college policy. As a community of scholars, the students and faculty at Augustana University commit to the highest standards of excellence by mutually embracing an Honor Code. The Honor Code requires that examinations and selected assignments contain the following pledge statement to which students are expected to adhere to:

On my honor, I pledge that I have upheld the Honor Code, and that the work I have done on all assignments and examinations has been honest, and that the work of others in this class has, to the best of my knowledge, been honest as well.

Required Text and Support Material.

Long, N.J., Wood, M.M. & Fecser, F.A. (2001, 2nd Ed). *Life Space Crisis Intervention: Talking with Students in Conflict*. Austin, Texas: ProEd. Students receive a complete set of materials including a course notebook with handouts, bibliography and reprints of selected articles, and a copy of the text

Course Requirements.

1. **Demonstrate Skills:** Participants will demonstrate intervention skills in role-play situations.
2. **Demonstrate Knowledge:** Participants will be tested on key concepts from presentations and assigned readings in an objective exam with a pass/fail criterion of 90% correct.
3. **Practicum or research paper:** Participants will do a LSCI with a youth. Address the six steps of the LSCI (drain off, time line, identify the central issue etc.). An alternative research project approved by the instructor is another option. This paper (and the LSCI) is generally 6-10 pages in length.

All requirements are to be submitted within 30 days of the last day of the course to your instructor. Your instructor will let you know if they prefer a hard copy or an electronic copy. **Requesting a grading extension:** If additional time is needed to complete the work, a one-time extension may be requested. Contact your instructor to get permission for an extension. Work will be due no later than the middle of the next semester (March 15, July 15 or October 15). If the work is not submitted by the due date, a grade of F is automatically given.

Registration

Registration happens at the time of the training. Payment is due at the time of registration. Please submit your registration form and payment to your instructor to be mailed to **Reclaiming Youth at Risk, PO Box 650, Lennox, South Dakota 57039 Attn: Wendy. Questions can be directed to your instructor or to Wendy Beukelman at 605-906-4694 or via email to wendy@reclaimingyouthatrisk.org.**

Registration Cost

Payment is due at the time of registration. The three hours of graduate credit is **\$300.00** (US dollars). Cash cannot be accepted. Checks, money orders payable to **Reclaiming Youth at Risk** and credit cards (Visa, MasterCard, Discover or American Express) are accepted.

Grading

- Class participation (required but not graded)
- Examination (25% of grade)
- Practicum project (75% of grade)
- Skill development (required participation but not graded)

Participants who successfully complete these requirements earn three (3) semester hours of undergraduate or graduate workshop credit, graded with an A-F letter grade. All requirements are to be submitted within 30 days of the last day of the course to your instructor. Your instructor will let you know if they prefer a hard copy or an electronic copy. **Requesting a grading extension:** If additional time is needed to complete the work a one-time extension may be requested. Contact your instructor to get permission for an extension. Work will be due no later than the middle of the next semester (March 15, July 15 or October 15). If the work is not submitted by the due date, a grade of F is automatically given.

Transcripts

After final grades are submitted, the students receive a grade report from Augustana University. Official transcripts must be requested in writing by the student to Augustana University Office of the Registrar, 2001 S. Summit Ave., Sioux Falls, SD 57197 or visit www.augie.edu.

For questions or concerns, please contact Wendy Beukelman at **Reclaiming Youth at Risk:**

Email: wendy@reclaimingyouthatrisk.org

Phone: 605-906-4694.

LSCI Practicum Rubric

Rating Indicator → ↓	10	8-9	6-7	Score
Background information: describe the youth, the incident, and the circumstances that led to the LSCI	Clearly articulated	Moderately articulated	Limited articulation	
Drain off: identify specific techniques used to attempt to <i>de-escalate</i> the youth.	A clear explanation of how the adult de-escalated the youth was provided as explained by one or more specific strategies or underlying knowledge base.	A moderate explanation of how the adult de-escalated the youth was provided as explained by one or more specific strategies or underlying knowledge base.	A limited explanation was provided. The strategies or underlying knowledge base were not clearly articulated.	
Timeline: chronicle the “timeline” in either a dialogue or a narrative format.	A timeline was clearly articulated with reference to the specific events in relationship to the underlying emotions and thinking of the youth.	A timeline was moderately articulated with reference to the specific events in relationship to the underlying emotions and thinking of the youth.	A timeline was not clearly articulated with reference to the specific events in relationship to the underlying emotions and thinking of the youth.	
Central Issue: a central issue was “diagnosed”	The central issue was stated		The central issue was not stated.	
Insight: the youth expressed insight connecting behavior to emotions and thinking	The student’s expression of insight was clearly articulated and/or the mentor clearly indicated how steps were taken to help the child gain insight.	The student’s expression of insight was moderately articulated and/or the mentor clearly indicated how steps were taken to help the child gain insight.	The student’s expression of insight was not clearly articulated and/or the mentor clearly indicated how steps were taken to help the child gain insight.	
New Skills: the youth was taught new skills to help confront the challenge	New tools were clearly taught to the child in order to help the child cope with challenges.	New tools were moderately taught to the child in order to help the child cope with challenges.	New tools were not clearly taught to the child in order to help the child cope with challenges.	
Transfer of Learning: those who need to know are informed of the intervention and the new skills to be addressed	A transfer of learning step was clearly addressed indicating who was informed of the intervention and the next steps taken.	A transfer of learning step was moderately addressed indicating who was informed of the intervention and the next steps taken.	A transfer of learning step was not clearly addressed. It was uncertain who was informed of the intervention and the next steps taken.	
Outcome: what was the effect for the youth? What did you learn from this LSCI?	Well-articulated response to the questions.	Moderate response to the questions.	Limited response to the questions.	
Mechanics	The mechanics of the course work are completed at an acceptable level.		The mechanics of the course work are not at an acceptable level.	