Moberly Area Community College
Common Syllabus

BHS270: Client Interactions II

Current Term

Instructor: 
Office number: 
Office hours: 
Contact information: 
Classroom number: 
Class days and time: 

Catalog Description: BHS70: Client Interactions II (3-0-3)
This course examines techniques of working with others for collaboration, conflict resolution, crisis intervention and de-escalation. Listening and responding skills will be practiced along with developing skills to manage the dynamic differences presented by the clients and the communities served. Challenging client issues will be presented and resolutions examined.

Prerequisite/Co-requisite: Admission into the BHS program

Text(s): Title: CRISIS INTERVENTION STRATEGIES, 8th edition – ACCESS CODE
Author(s): Richard K. James, Burl E. Gilliland
Publish Date: 8 edition, 2017
Publisher: Cengage
ISBN: 978-0-357-67065-1

Other Required Materials: None

Purpose of Course:

Client Interactions II is intended to offer students insight into:
• Appropriate listening techniques for the purpose of aiding clients and working collaboratively with other practitioners.
• Techniques used to help resolve conflicts, intervene in a crisis, and de-escalate a highly charged emotional issue.
• Responding skills that show sensitivity to language and are cognizant of the dynamics of difference presented in the client population and workplace.
• Various cultural contexts within the community and ways to value such diversity and interact effectively and collaboratively within that community.
• Specific challenges and possible resolutions that often present themselves regarding issues of guardianship, custody, conservatorship, and involuntary detention.

This course looks at client interactions in relation to assisting clients and working with other practitioners in a collaborative manner. This course will examine issues and
encourage critical thinking in regards to crisis situation management in the helping profession. The student will learn to manage conflict around who the client is. Legal and regulation boundaries in crisis intervention will be explored.

**Course Objectives:**

Upon successful completion of the course students will be able to:
1. Describe and demonstrate appropriate listening techniques for the purpose of aiding clients and working collaboratively with other practitioners.
2. Demonstrate techniques used to help resolve conflicts, intervene in a crisis, and de-escalate a highly charged emotional issue.
3. Demonstrate responding skills that show sensitivity to language and are cognizant of the dynamics of difference presented in the client population and workplace.
4. Identify various cultural contexts within the community and ways to value such diversity and interact effectively and collaboratively within that community.
5. Describe specific challenges and possible resolutions that often present themselves regarding issues of guardianship, custody, conservatorship, and involuntary detention

**Course Content:**

1. Review diagnoses of populations served, their symptoms and major techniques for change.
2. Discuss documentation and requirements for clinical encounters.
3. Define SMART Goals and how to develop them with clients
4. Risk screenings and assessments. When are these screenings important?
5. Various Assessment tools available including suicide risk assessment, depression screening, CAGE-AID, SBIRT, PHQ-9, DLA-20 and others.
6. Culturally effective helping in crisis
7. Legal and ethical issues on crisis of trauma

**Connection with Health Sciences Division (HSD) Outcome Statement:**

In compliance with MACC’s HSD outcomes, the student who successfully completes this course will be able to:

Outcome 1: Students will demonstrate effective written and oral communication skills through appropriate documentation of SMART Goals and appropriate documentation of client interactions and services.

Outcome 3: Students will demonstrate thinking critically while systematically assessing problems, identifying issues and implementing solutions by utilizing various assessment tools and implementing referrals to meet the needs of the client.

Outcome 5: Students will demonstrate skill mastery and will pursue lifelong learning in their field while adapting to changing industry standards and following evidence-based practices through practicing listening techniques and effective communication skills.
Connection with Behavioral Health Support Outcomes:

In compliance with MACC’s BHS outcomes, the student who successfully completes this course will be able to:

Outcome 1: Students will demonstrate collaboration in the development, revision and executions of an individualized treatment plan that identifies specific, measurable, time-limited goals and interventions. This will be done by learning how to develop and establish goals for the client. Also through learning a variety of assessment tools.

Outcome 2: Demonstrate the skill of documentation to support client and treatment plan through understanding and knowledge of screening, assessment, and client goals implementation.

Outcome 3: Students will demonstrate an appropriate helping response for individuals in mental health crisis and/or with suicidal ideation through appropriate assessment and evaluation of the situation the client is experiencing.

Outcome 7: Students will learn to effectively communicate with clients regarding internal and external resources for recovery by developing skills to make appropriate referrals to other practitioners to meet the needs of the client.

ASSESSMENT OF STUDENT LEARNING

Grade Scale:

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

Assessment:

<table>
<thead>
<tr>
<th>Assessment of Student Learning:</th>
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<tbody>
<tr>
<td>Discussions</td>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Short Answer/Essay</td>
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<tr>
<td>In-Class Assignment</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
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The following grading scale will be used to calculate your final grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Earned</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>1,638 – 1,820</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>1,456 – 1,637</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>1,274 – 1,455</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>1,092 – 1,273</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 1,091</td>
<td>0 – 59%</td>
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Expected Study Time Commitments:

Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Assignment(s)/Project(s):

1. Discussions
   - There will be 15 discussions, each worth 30 points. Participation in discussions will be evaluated this way: you must make a meaningful contribution (see the Discussion Rubric) to each discussion topic (20 points) and respond in similar fashion to at least two of your classmate’s posts (10 points). When you do both within the due date deadlines, you may earn 30 points per discussion. The discussion topic will be discussed during class period on Wednesdays, following your initial discussion post. The peer responses will be due on Friday, following class time on Wednesday.
   - The Discussion Rubric (grading guidelines) can be found in Canvas under the Modules – Course Resources.

2. Quizzes
   - Quizzes will cover assigned textbook readings and any additional material covered. You will be made aware of what information will be on the quizzes.
   - There will be 7 quizzes in the semester. The quizzes will be worth 100 points each. You will have a set amount of time to complete each quiz. You will be made aware of the time limit prior to each quiz.

3. Short Answer/Essay Assignments
   - There will be 4 short answer or essay assignments worth 30 points each. These assignments involve questions that encourage students to explore a particular topic from the reading more in depth. Students will be asked to respond to a particular question or set of questions. This response should be thorough, indicating your depth of knowledge on this given topic. A grading rubric can be found in Canvas under the Modules-Course Resources.

4. In-Class Assignments
   - There will be 10 in-class assignments due throughout the semester. These assignments will be discussed and worked on during class time. Information and expectations of these assignments will also be posted in CANVAS under Modules. The topics and format of these assignments will vary. Each assignment will be worth 40 points. For credit of completion of these
assignments, you **MUST** be in attendance for class that day.

5. Final Exam

- There will be a final exam testing the comprehensive understanding of the course content. This exam is worth 150 points. There will be a set limit of time to complete this final. You will be made aware of the time limit prior to the final exam.

Instructor Policies:

Tardiness:

Make-up and latework:

Extra Credit Work:

COLLEGE POLICIES

Attendance:
Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| Hybrid Course  | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  • Completion of quizzes or exams during class meetings and online  
  • Submission of assignments during class meetings and online  
  • Participation in discussions during class meetings and online |
| Online Course  | Active participation in an online course includes the following:  
  • Completion of quizzes or exams  
  • Submission of assignments  
  • Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

**Academic Dishonesty:**

MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook *(Policy Handbook M.010)*. In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Student Email:**

MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.
**ADA Statement:**

Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:**

MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) or contact Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or cheryll@macc.edu.