HN220 Unit 9 Assignment Information

WAC 1.1 for HN220

(scroll down for details)
**Prevention and Crisis Intervention**

**GEL-1.1:** Demonstrate college-level communication through the composition of original materials in Standard American English.

**Criteria and Rubrics for above outcomes**

**Evaluation Criteria**

The rubric is founded on the student ability to compose materials that communicate logically in clear language. The rubric moves up the Bloom hierarchy from basic application of accepted style, content and mechanical rules to synthesizing ideas with critical thinking, highly organized.

**Note:** Unit 9 Assignment is the assessable deliverable for this outcome.

<table>
<thead>
<tr>
<th>Not Assessed 9</th>
<th>No work is received by the instructor.</th>
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</thead>
<tbody>
<tr>
<td>No Progress 0</td>
<td>Student work does not demonstrate an understanding or progress towards achievement of this outcome. Content may be plagiarized.</td>
</tr>
<tr>
<td>Introductory 1</td>
<td>Student work has a viewpoint, but it is not clearly stated and the work may reveal a lack of coherence and originality. The use of Standard American English is lacking. There are significant problems with content, organization, format, and mechanics.</td>
</tr>
<tr>
<td>Emergent 2</td>
<td>Student work uses Standard American English and shows coherence, order and some originality, but may not include a clear viewpoint and purpose. Work synthesizes factual support, but lacks organization throughout the assignment. The work also includes one or two significant gaps in content, does not demonstrate transitions, and has some problems with format and mechanics.</td>
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<tr>
<td>Practiced 3</td>
<td>Student work is in Standard American English and demonstrates the use of a clear viewpoint and purpose. The work is original, well ordered, and coherent on the whole. While content is thorough and well defined there may one or two minor errors of omission. There may also be minor errors of organization, style, and mechanics.</td>
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<tr>
<td>Proficient 4</td>
<td>Student work includes clearly established and sustained viewpoint and purpose. Assignment is in Standard American English and demonstrates clear organization. Communication is very well ordered, logical, and unified, as well as original and insightful. The work displays superior content, organization, style, and mechanics.</td>
</tr>
<tr>
<td>Mastery</td>
<td>Student work includes a highly developed viewpoint and purpose. Assignment</td>
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is in Standard American English and demonstrates superior organization. Communication is highly ordered, logical, and unified. The assignment displays exceptional content, organization, style, and mechanics.

Unit 9 Assignment

In a six-page essay, you will apply the ABC Model of Crisis Intervention using critical thinking to the case study below. Make sure to identify the crisis issues, formulate and identify the reasoning for the crisis using critical thinking skills, assess the assumptions the client is making, formulate a conclusion, and assess what needs to be done to help the client.

Throughout this course, you have explored the ABC Model of Crisis Intervention. Each aspect of the model was discussed in length so that you have a good understanding of how to use this model. You have learned to ask appropriate questions, create rapport, and understand empathy, along with all of the requirements needed to identify the problem.

For this Assignment, you will pick one of the case studies listed and write a six-page paper on how you as a crisis-intervention worker will help the person who comes into your office with a crisis. Remember you can refer to the text, pp. 94 – 96, as your guide for writing up your intervention with the client.

ABC Model of Crisis Intervention
Case Studies

1. Jill: The Helper

Jill is a 27 year old nurse who has come to you for help. She is working to put her husband through medical school. She is complaining about being unassertive. She sits back very uneasily in the chair. When she moves, she sometimes grimaces in pain. She loves her husband and wants to please him but there is nothing she can do to make him happy anymore. Due to her lack of sexual responsiveness, he sometimes gets extremely angry and does things to her. Jill is afraid that her husband will find out that she is here today for help.

2. Mr. Jones: The Fragile Adult

John is concerned about his neighbor Mr. Jones. He reports that he no longer sees Mr. Jones out in his yard. He knows that there is the son who comes in daily to check on Mr. Jones but for some reason, John feels something is not right. John admits that due to his concern he has tried to visit with Mr. Jones when the son is not there but is no longer asked to come into the house. This is very strange behavior according to John because he and Mr. Jones used to meet in the morning for coffee at a little restaurant in the neighborhood. Mr. Jones has not been at the restaurant for over two months. The last time John did see Mr. Jones, he thought he saw a bruise on his face. John is here today in hopes that a Crisis Worker will make a home visit to see what is going on.

3. Adam: The Higher Teenager

Mr. and Mrs. Johnson suspect that their 15 year old son Adam is depressed. Both have seen negative changes in his behavior at home and at school. They have noticed that his group of friends has changed over the past six months. Adam’s parents have noticed that he no longer abides by the rules from home. He stays out until 1:00 a.m. on school nights and does not want to get up for school. There are many weekends that Adam never comes home. Mrs. Johnson reports that when Adam is home he always seems to have a cold because his nose is constantly dripping. Both Mr. and Mrs. Johnson are hopeful that Adam’s depression can be treated.

Be sure to use specific information from the text to support your answers. When referencing the text, APA formatting must be used. Information regarding APA formatting can be found in the Writing Center and should be reviewed thoroughly. APA formatting dictates how your paper should appear on each page. Refer to the APA Quick Reference under Course Home for examples of how to cite sources.

Your project should include:

- A title page
- The paper itself (the "discussion")
- Correct APA formatting for in-paper citations
• A references page

In addition, make sure you:

• Use standard margins: 1" on all sides
• Use standard 12-point font size
• Use standard double-spacing: average of 22 lines per page, and between 20 and 24 lines per page
• Use left-aligned text; do not right-justify

Your paper must be your original work; plagiarism will not be tolerated. Be sure to review the syllabus in terms of what constitutes plagiarism.