

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Crisis Intervention

Course Number: SW 393R 29

Instructor: Suze L. Miller, LMSW

Unique Number: 63485

Phone: 512-413-3723 Cell

Semester: Fall 2014

Email: suzemiller@sbcglobal.net

Meeting Time: Weds 5:30 – 8:30 pm

Office Hours/Location: Wed: 5:00 – 5:30 and

Meeting Place: Room 2.130

Thurs 11:00 – 11:30 am - by appt. 3.104A

I. Course Description:

The course is designed as an advanced clinical selective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with crisis intervention. The prevalence of acute crisis situations in our society necessitates that social workers acquire a knowledge and skill base for effective and professional crisis intervention. Students will study evidenced-based applications of theory to practice with identified at-risk populations. Special vulnerabilities and ethical concerns for at-risk populations will be examined. Students will apply crisis intervention theory and models of intervention to various problem areas such as suicide, sexual assault, domestic violence, substance abuse, grief and loss, and violent behavior in institutions. A bio-psycho-social and cultural emphasis will be applied to the various problem covered.

II. Objectives:

1. Demonstrate knowledge of basic theoretical approaches and models of Crisis Intervention.
2. Demonstrate skill in the application of the triage model in the assessment of cognitive, affective and behavioral domains in crisis situations.
3. Demonstrate an advanced clinical knowledge of the relationship between assessment and intervention as it relates to the strengths, the processes involved in human change, and the capacities and resources of people in crisis.
4. Demonstrate an advanced clinical knowledge of intervention with specific areas of crisis, including suicide, sexual assault, domestic violence, substance abuse, grief and loss, and violent behavior in institutions.
5. Critically examine professional use of self and personal limits involved in Crisis Intervention.
6. Critically evaluate ethical and professional issues related to Crisis Intervention, with particular attention paid to the principles of ethical decision-making as presented by the NASW Code of Ethics.
7. Demonstrate the ability to adapt intervention models and strategies to reflect an understanding of persons from religion/spirituality, physical or mental ability, developmental level, age, and national origin.
8. Demonstrate the ability to skillfully implement, document, and evaluate the effectiveness of clinical interventions for people in crisis.

III. Teaching Methods

This class provides opportunities for both theory and skill development. Lectures, class discussion, textbook assignments, experiential activities, special projects and papers will be utilized to achieve course objectives. Guest lecturers and media will provide supplementary learning resources. Lectures are designed to supplement readings. Experiential activities are designed to provide the student with a relationship to the reading. Students are expected to come prepared to each class and participate in discussions of assigned readings and of supplementary material presented in lectures.

IV. TEXTS : * Copy or copies will be on reserve in the resource center on the basement floor of the social work building.

Primary Texts – REQUIRED (2):

*Roberts, A.R. (Ed.). (2005). *Crisis intervention handbook: Assessment, Treatment, and Research* (3rd ed.). New York: Oxford University Press

*Kanel, Kristi (2012). *A Guide to Crisis Intervention* (4th ed.). California: Brooks/ Cole.

Supplemental texts:

There will be selected chapters from the following books on Blackboard during the semester, but all are helpful, should you want to purchase them.

*Myer, Rick A. (2001). *Assessment for Crisis Intervention; A Triage Assessment Model*. Wadsworth. B. Brooks/Cole

*Greenstone, J. L. & Leviton, S. C. (2002). *Elements of Crisis Intervention; Crises and How to Respond to them* (2nd ed.). Brooks/Cole

Regehr, C, & Bober, T. (2005), *In the Line of Fire: Trauma in the Emergency Services*, Oxford University Press.

*James, Richard K. (2012). *Crisis Intervention Strategies* (7th Edition). Brooks/Cole.

V. Course Requirements

1. The class experience is a collaborative endeavor, and students are expected to attend class regularly and to participate in an interactive dialogue between students and professor. To maximize this experience, students are not permitted to use computers or phones in class. Students are expected to **complete the readings prior to class** and should be well prepared to participate in discussions and experiential learning assignments. Attendance and level of participation will be taken into consideration in final grade assignments.

Class will begin promptly at 5:30 pm. Students should make every effort to arrive on time. Late arrivals can disrupt the class process.

Students will be allowed **one unexcused absence**. If a student misses more than the allotted unexcused absence, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the one allowed. If a student is going to be absent, efforts should be made to contact the professor in advance and secure an excused absence. Students will not be penalized on their final grade for excused absences. Students are responsible for any material missed due to absence – excused or unexcused.

2. Except in the case of extended emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty.** Students are expected to turn in all required assignments on the agreed upon due date by close of class. Assignments turned in after class will be considered late. If accepted, late assignments will be assessed point penalties at the rate of three (3) points each day late. If the due date is a problem, the student should see the professor and negotiate another due date well in advance. Because technology can be unpredictable, assignments will normally not be accepted via email. **Assignments must be presented to the instructor in class except for the Literature Review assignment which should be emailed to the instructor on or before the due date.**

3. If students are concerned about their class performance, the professor is more than willing to work with them to help improve understanding of the class material or the assignments *prior to the end of the semester*. Office hours are available weekly or an appointment can be set if needed. **Once final grades in the course are assigned, they are not negotiable.**

4. The ability to write in a professional manner is very important for social workers. Written work must be typed, edited for grammatical, spelling and typographical errors. Work will be graded based on the American Psychological Association (APA 6th Edition) guidelines for references and citations.

5. Student feedback is welcome. The professor may elicit formal and/or informal feedback from students on their learning and on the effectiveness of the professor's teaching strategies and style. Students are encouraged to provide feedback during office hours, by phone, e-mail or appointment.

6. All students are expected to maintain confidentiality regarding all shared professional and personal information related to agencies, clients or the experiences of other students, as required by Section 1.07 of the National Association of Social Workers Code of Ethics.

7. The UT School of Social Work is a training ground for professionalism. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism. Participation in class should be seen as an opportunity to hone skills in how to work with individuals and groups you may encounter in the work setting. Using diplomacy, tact, and cooperation with fellow students will provide students practice for future staff meetings and clinical teams. Professional demeanor in interaction with the professor will afford the students practice with future supervisors who will "grade" the professional's skills. Class presentations, if applicable, require professional dress.

VI. Policy on Social Media and Professional Communication

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the

general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

VII. Use of Email for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

VIII. Special Accommodations for Students with a Disability

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

IX. Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

X. The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

XI. Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

XII. Behavior Concern Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

XIII. Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

XIV. Emergency Evacuation Procedure

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.

Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

XV. Classroom Civility

A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

XVI. Unanticipated Distress

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

XVII. Grading Scale

The following scale will be used for grading/evaluating student performance on the graduate and undergraduate level.

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

XVIII. Student Performance Evaluation

Attendance and class participation	15 points
Group Project Plan	10 points
Class presentation	20 points
Class practice demonstration	15 points
Literature Review	20 points
Personal Reflection paper	<u>20 points</u>
	100 points

Note - you will not earn credit for MSSW courses if your final grade falls below a 'C'.

XIX. Other

In this class, the instructor will use Blackboard – a Web-based course management system with password-protected access at <http://courses.utexas.edu> – to distribute course materials, and to communicate and collaborate online, Students can find support in using Blackboard at the ITS Help Desk by calling (512) 475-9500, M-F 8a-6p.

XX. Course Schedule – schedule is tentative pending confirmation of speakers

Purple and Italics –Will Be Uploaded to Blackboard

Date	Topics/Activities
Aug 27	Introductions Class Overview and Syllabus Review Class Expectations Group Planning Time – 30-45 minutes Introduction to Crisis Intervention Reading: Kanel – Ch 1: What is a Crisis?
Sept 3	<u>Approaching Crisis Intervention</u> History of Crisis Intervention Crisis Intervention Models Roberts Seven Stage Crisis Intervention Model Ethical and Professional Issues Group Planning Time – 30 to 45 minutes Reading: Kanel – Ch 2: The History of Crisis Intervention; and Ch 3: Ethical and Professional Issues Roberts – Intro and Ch. 1: Bridging the Past and Present to the Future of Crisis Intervention <i>Myer – Appendix A: Ethical and Legal Issues</i>

Sept 10

CONCEPT PAPER DUE

Basic Crisis Intervention Skills
Theoretical Concepts
Brief Solution Focused Therapy
Cultural Sensitivity in CI/Disability/GLBT

Reading:

Kanel - Ch 6: Cultural Sensitivity in Crisis Intervention.
Roberts – Ch. 3: How to Work with Client's Strengths in Crisis Intervention: A Solution Focused Approach
Greenstone & Leviton – Ch. 1: Approach to Crisis Intervention
Greenstone & Leviton – Ch. 2: Procedures for Effective CI
Greenstone & Leviton – Ch. 3: Communicating Effectively with Those in Crisis

Sept 17

Assessment
Myer's Triage Assessment Model
The ABC Model of Crisis Intervention
Group Planning Time 30-45 minutes

Reading:

Kanel – Ch 4: The ABC Model of Crisis Intervention
Myer–Ch. 3: Assessment of Affective reactions
Myer–Ch. 4: Assessment of Cognitive Reactions
Myer–Ch. 5: Assessment of Behavioral Reactions
Myer–Ch. 6: Using the Triage Assessment Form: Crisis Intervention
Myer- Appendix B: Triage Assessment Forms

Sept 24
and Oct 1

Mental Health Crises
Healthcare and Medical Crisis
Crisis in the human services workplace / Psychiatric Emergency

Reading:

Roberts – Ch. 23: Crisis Intervention in the Hospital Emergency Room
Roberts – Ch. 26: The Comprehensive Crisis Intervention Model of Safe Harbor Behavioral Health Crisis Services
Roberts – Ch.27: A Model of Crisis Intervention in Critical and Intensive Care Units of General Hospitals
Norco, A. and Baronoski, V. (2008) Prediction of Violence; Detection of Dangerousness. Brief Treatment and Crisis Intervention. 8:1.

Suicide
Lethality Assessment
Speaker from Psychiatric Emergency Services

Reading

Kanel – Ch 5: Suicide, Homicide and Psychotic Crises
Roberts - Ch 2: Lethality Assessment and CI w/ Persons Presenting with Suicidal Ideation

Roberts - Ch. 17: Adolescent Suicidality and Crisis Intervention
Fiske, Riley and Wido. (2008). Physical Health and Suicide in Late Life: An Evaluative Review. Clinical Gerontologist 31(4).

Oct 8 **FIRST GROUP PROJECT – Telephone & online crisis– best practices and unique programs in US and other countries**

Developmental Crisis
Crisis In the Schools
Bullying and bullying prevention

Reading:

Kanel: Chapter 7: Developmental Crisis
Greenstone & Leviton – Ch. 7: Children’s Reactions to Crises
Roberts – Ch. 21: School Crisis Intervention, Crisis Prevention, and Crisis Response: Ch. 22: Crisis Intervention with School Violence Problems and Volatile Situations
Mishna, Faye. (2009) An Overview of the Evidence on Bullying Prevention and Intervention Programs. Brief Treatment and Crisis Intervention 8:327–341.

Oct 15 **SECOND GROUP PROJECT – Self Harm (other than suicide)**

Crisis of Loss
Personal loss, i.e. Illness, Aging, Death of a Loved One
Speaker from the Healing Place

Reading:

Kanel – Ch 8: Crisis of Loss
Whiting P. and Bradley, L. (2007). Artful Witnessing of the Story: Loss in Aging Adults. AdultSpan Journal. 6(2).
Roberts - Ch.12: Crisis Intervention, Grief Therapy, and the Loss of Life

Optional reading:

Roberts – Ch. 16: Crisis Intervention with Early Adolescents Who Have Suffered a Significant loss
Roberts – Ch. 28: The Crisis of Divorce: Cognitive–Behavioral and Constructivist Assessment and Treatment

Oct 22 and **THIRD GROUP PROJECT – Partner Violence in the GLBTQ Comm.**

Oct 29
Crises of Personal Victimization
Crisis of Violence
Speaker APD Victim Services

Reading:

Kanel – Ch 10: Crises of Personal Victimization: Child Abuse, Elder Abuse, Intimate Partner Abuse and Sexual Assault *
Roberts – Ch. 19: A Comprehensive Model for Crisis Intervention with Battered Women and Their Children
Roberts - Ch.20: Crisis Intervention w/ Stalking Victims
Greenstone & Leviton – Ch. 9: Family Crisis

- Oct. 29** **FOURTH GROUP PROJECT – Elder Abuse**
Continuation/followup on Crisis of Violence
Crises of Addiction/Chemical Dependency
- Reading:**
Roberts: Ch 24: Crisis Intervention Application of Brief Solution
 Focused Therapy in Addictions
James – Chapter 10: Chemical Dependency: the Crisis of Addiction
- Nov 5** **No Class**
- Nov 12** **FIFTH GROUP PROJECT – Violent Behavior in Institutions –
 Best Practices – proactive or reactive?**
- PTSD
Working With Returning Military Personnel; Veterans
SPEAKER Possible – VETERANS
- Reading:**
Roberts - Ch. 4: Differentiating among stress, acute stress disorder,
 crisis episodes, trauma and PTSD: Paradigm and treatment goals
- Nov 19** **SIXTH PROJECT – TO BE DETERMINED BY GROUP**
LITERATURE REVIEW DUE
Disasters & Community Crises
Crisis Response Teams (CRT)
- Reading :**
Kanel – Ch 9: PTSD, Community Disasters and Trauma Response
Roberts - Ch. 6: The ACT Model: Assessment, Crisis Intervention, and
 Trauma Treatment in the Aftermath of Community Disaster and
 Terrorism Attacks
Roberts – Ch 8: Disaster Mental Health: A Discussion of Best Practices
 as Applied After the Pentagon Attack
Speaker possible from Bluebonnet Trails – Bastrop Fires
- Optional Reading**
Roberts – Ch. 18: Crisis Intervention at College Centers
Roberts – Ch. 10: Crisis Support for Families of Emergency
 Responders
Greenstone & Leviton – Ch. 6: Intervener Survival
- Nov 26** **NO CLASS – HAPPY THANKSGIVING**
- Dec 2** Burnout, Compassion Fatigue and Self Care **PAPER DUE**
Complete Compassion Fatigue Survey
Crisis w/ Caretakers
 Roberts: Chapter 30: Crisis w/ Caretakers
Course Evaluations

CLASS ASSIGNMENTS

The assignments for this class are designed to integrate theory and practice with knowledge of community agencies, and allow for individual in-depth study of an area of crisis intervention. Assignments focus on in-class projects, student research and presentations, and community speakers with real-world experience in the field.

Each class will be organized roughly in the following manner:

- First hour to 1 ½ – lecture, theory, discussion of readings
- Second hour to 1 ½ – group presentations and practice opportunities
- Third hour - outside speaker when appropriate

The first day of class, students will be asked to choose an area of crisis intervention interest in areas not specifically covered in lectures. These are indicated in red in the syllabus. (others may be added with permission from the instructor on the first night of class). Each area of interest should have 3 to 4 student participants. You will be researching and applying evidence based best practice in these areas, providing a presentation to the class, modeling a role play, and directing practice sessions for other students using case studies or case scenarios.

Students are required to develop a professional power point presentation, demonstrations and practice of approximately 45 minutes. Each group member should play an active and consistent part in all aspects of the project from research, development, and presentation. Creativity in the presentation is encouraged perhaps through the use of video, poster presentations, vignettes or other means.

+The James text, *Crisis Intervention Strategies*, may provide helpful case scenarios which you may use as a springboard for your case development.

Assignment #1 **GROUP PROJECT PLAN (10 POINTS) (Group grade)**
DUE ON SEPT 10
Students will choose their area of interest, and by no later than the third week of class, provide the instructor with their plan for class presentation, role play and practice opportunities for fellow students. Plan should be typewritten, 2 pages. Instructor will review and approve. Each group is encouraged to discuss their proposed project in advance of due date

Assignment #1A **CLASS PRESENTATION (20 POINTS- Individually Graded)**
DUE ON ASSIGNED CLASS DATE
1. Presentations will include a PowerPoint and other presentation format (total of 20 minutes) and will include at least:
a. General overview of the scope of your chosen crisis area of study
b. Discussion of ethical, spiritual or cultural issues
c. Prevalence/relevance to the social work profession
d. Description of how you will assess the person or client population and how you will apply the theoretical model chosen

- e. Identification of evidence-based research related to best practices in treating persons experiencing crisis in this area
- f. Presentation of information about professional self-care issues for social workers working in this field of work; that is, how they may be impacted by the work and what safeguards should be implemented to prevent negative consequences of helping.

Assignment #1B

CLASS PRACTICE DEMONSTRATION – see points below
DUE ON ASSIGNED CLASS DATE

The student will demonstrate through role play, their case example utilizing best practices for assessment and intervention identified above. For the second part of this assignment, the student will guide other students in their practice exercises. These practice exercises and how they are structured should follow the outline developed in your group project plan paper.

3A: DEMONSTRATION OF BEST PRACTICE IN ROLE PLAY(s) (10 POINTS – Individually graded);

3B: DIRECTION TO/LEADERSHIP FOR STUDENTS RE PRACTICE EXERCISE (5 pts – Individually graded)

Assignment #2

LITERATURE REVIEW – SUBMIT ELECTRONICALLY (20 POINTS – group Grade) 8-10 pages
DUE ON NOV 19

From the work you have done in assignments, 1, 2 and 3, your group will formally put together a literature review of pertinent resources that will help your fellow practitioners. Section 1 - Begin your review of the literature with background information about the crisis intervention topic, and a description of initial crisis reactions. Focus your paper on a specific interest rather than attempting to cover all there is to know about the topic. Section 2 - You will cite and synthesize information from the related literature. Section 3 – Identify and describe evidence practice(s), interventions, and techniques to address the issue.

Assignment #3

PERSONAL REFLECTION PAPER (20 POINTS) 6 pages
DUE ON DEC 2

The student should identify his/her own barriers in thinking surrounding cultural, spiritual, ethnic, socioeconomic, or other value based issues, and focus on dissecting this barrier in written form. The student will be required to examine a bias or long held belief that has been challenging to them in a practice or personal setting. For the purposes of this paper, the student will be required to conduct scholarly inquiry about the topic through journal articles or text.

This written inquiry should include experiences you have purposefully had during the semester to dissect your bias through discussions with others or gaining personal exposure to that which

you have perceived as difficult to deal with. Identify the specific instances where you were involved in challenging your own bias. Included in this assignment should be a thorough review of social work values, ethics, practices, and policies which assist or inhibit the student in overcoming this barrier.

Assignment #4

CLASS PARTICIPATION AND CONTRIBUTION (15 points)

The First evening of class, students will participate in developing the criteria for receiving full credit for this assignment throughout the semester