

THE UNIVERSITY OF TEXAS

STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 393R	Instructor:	Becky Morales, LCSW-S
Unique Number:	59815	Email:	becky.morales@austin.utexas.edu
Semester:	Fall 2020	Office:	3.104A
Meeting Time:	Thu. 5:30-8:30pm	Office Phone:	512-461-8904
Meeting Place:	Web-Based (Zoom)	Office Hours:	Thu. 4:00pm – 5:00pm (Zoom) Other time by appointment

CRISIS INTERVENTION

I. STANDARDIZED 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 problems covered.

II. STANDARDIZED COURSE 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 course is designed to include a variety of teaching and learning methodologies to achieve the course objectives. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. The class is fully-online and uses a form of blended learning where students learn content online through analyzing readings, watching videos and completing assignments. Class time is designed to clarify, and supplement the understanding of the assigned readings, videos, and exercises. This occurs through discussions, guest speakers, and in-class small group activities around clinical case examples. It is critical that students remain current with reading assignments to fully participate in class discussions. Students are expected to ask questions, share experiences, and actively participate in class discussions. Classes will occur via online video conferencing on Thursday evenings from 5:30 to 7:00pm. The class is shorter than an in-person class, to make time for the online learning that happens (required assignments, recorded videos, etc.) between online video classes. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. An addendum to this syllabus provides guidelines and policies for participation in this web-based course.

IV. REQUIRED TEXT AND MATERIALS

James, R. K., & Gilliland, B. E. (2016). *Crisis intervention strategies* (8th ed.). Cengage Learning.

Lipsky, L. V., & Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Berrett-Koehler.

Selected required readings will also be posted on Canvas.

V. COURSE REQUIREMENTS

A total of 200 Points are assigned to the course requirements in the following ways:

1. *Participation (20 points)*

Participation and discussion are critical parts of this course. Students are expected to attend all class sessions. Points will be deducted from the Participation grade for absences that have not been proactively discussed in advance with the professor. In addition to class attendance, contributions to and participation in class discussions should reflect critical thinking, analysis, and synthesis of the content presented during class and in the required readings.

2. *Current Events (10 points)*

Each class, selected students will identify and share a current event article from the community which represents a crisis. Current events will promote discussion in regards to possible effects and intervention considerations for those who were affected by such an event. If possible, students should attempt to correlate the event with the discussion topic of the class session. There is no written component for this course requirement.

3. *Quizzes (30 total points – 15 points each)*

Students will complete two (2) quizzes over the course of the semester. These quizzes will consist of questions related to assigned readings and will be a combination of multiple-choice questions and short answer questions. Some quiz questions will be sample LMSW licensing exam questions which will give students the opportunity to gain test taking experience.

4. *Personal Assessment Paper (45 points)*

The purpose of this assignment is to provide students with an opportunity to evaluate their own potential to effectively perform crisis intervention counseling. In this paper (approximately 5 pages in length), students will identify and discuss personal attitudes, values, behaviors, and experiences that can impede or enhance one's ability to do crisis work.

The personal assessment paper must reflect accurate knowledge of effective crisis worker characteristics and the dynamics of social worker burnout, vicarious traumatization, and compassion fatigue. Students will use the course readings, and at least three (3) professional journal articles dealing with social worker/mental health professional burnout, vicarious traumatization, or compassion fatigue as references. All references must be cited, using APA format.

In preparing to write this paper, the following will need to be done:

- Read Chapter 16 in the James text: "Human Service Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue." (*Please note - we will not be covering this chapter in class*).
- Think about the topics we have read about and discussed in class so far.
- Look ahead and give some thought to the topics that will be addressed throughout the rest of the semester: PTSD, suicide, sexual assault, partner violence, grief and loss.

Consideration for and inclusion of responses to the following questions are required in the paper:

- What personal qualities or characteristics might enhance your ability to be an effective crisis worker?
- What personal qualities or characteristics might impede your ability to be an effective crisis worker?
- How might crisis experiences in your own life increase the potential for countertransference when working with clients who have experienced similar forms of trauma and crisis? What steps might you take to lessen the potential for and therefore manage countertransference in these situations?
- What attitudes, values, behaviors, and experiences might contribute to your risk for vicarious traumatization or compassion fatigue?
- What feelings, attitudes, motives, and/or expectations might increase your risk for burnout?
- What are some preventative and restorative measures for burnout that are a good match for your particular needs?

*****Remember that this self-assessment must be informed by the course readings and at least three (3) professional journal articles dealing with this topic.**

5. *Online Trauma-Focused Training & Reflection Paper (45 points)*

The purpose of this assignment is to provide students with the opportunity to complete a training relevant to working with clients in crisis and assess the strengths and opportunities of the training. Students will complete a web-based training and will have an opportunity to use class time for completion of some portion(s) of their chosen training. Students will also need to allot for time outside of class for completion of their chosen training. After completing the training, students will write a 3-5-page reflection paper on the training selected, including a personal critique of the strengths and limitations of the respective intervention(s).

Training options are:

- Psychological First Aid – <https://learn.nctsn.org/enrol/index.php?id=38>
 - No fee for this training
 - Approximately 6 hours
- Skills for Psychological Recovery - <https://learn.nctsn.org/enrol/index.php?id=535>
 - No fee for this training
 - Approximately 5 hours
- Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) - <https://tfcbt2.musc.edu/en>
 - \$35 fee for this training
 - Approximately 11 hours
- Cognitive Processing Therapy (CPT) - <https://cpt.musc.edu/>
 - No fee for this training currently – but expected to have cost associated by end of 2020
 - Approximately 9 hours

6. *Group Presentation (50 points)*

The purpose of this assignment is to provide students with the opportunity to collaborate with a small group of peers in researching and presenting information concerning a crisis area for exploration. The group project will begin early in the semester allowing students to complete a meaningful research of their chosen crisis area. Modeling presentations of professional conferences, students will be asked to complete and submit formal proposals for their presentation to the professor for approval. **Group presentation proposals are due to the professor by 5:30pm on September 17, 2020.** Examples of presentation proposals can be found here:

- <https://www.nacsw.org/Convention/Examples.htm>
- <https://sswr.confex.com/sswr/2016/ExampleWorkshopAbstract.htm?jsclose=1>

This assignment is designed to challenge students to become “experts” in a crisis area of their choice. All presentations will include:

- a comprehensive review of the literature on the selected crisis area
- development of a framework for understanding the unique characteristics of the crisis
- development of a case vignette illustrating the chosen area

- exploration of crisis treatment considerations for helping these persons in crisis
- discussion of ethical, clinical, and cultural considerations relevant to this area
- discussion of the implications for social work practice
- an overview of professional self-care issues for social workers working in this field of work (i.e. How might they be impacted by the work? What safeguards should be implemented to prevent negative consequences of helping?)

Students are required to develop a well-coordinated and professional presentation of approximately 45 minutes in length. 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.

As part of the group presentation, students will prepare handouts to be shared with the professor and the entire class. Handouts may include key information about assessment and intervention strategies in selected the crisis area, statistics, selected references, community resources, website resources, practical self-care strategies for social workers in this field of practice, and any other information to enhance understanding.

Students will have some opportunities to use class time for virtually working on this assignment, will also be required to virtually meet outside of class to complete the assignment, and will receive a grade as a group. When needed and when appropriate, the professor reserves the right to award group presentation grades on an individual basis.

Participation	20 points
Current Events	10 points
Quizzes (2)	30 points (each is worth 15 points)
Personal Assessment Paper	45 points
Online Trauma-Focused Training & Reflection Paper	45 points
Group Presentation	50 points
Total for the Course:	200 points

*****PLEASE NOTE – expectations for all course assignments will be thoroughly reviewed on the first day of class and additionally posted on Canvas with all requirements and detailed instructions.**

VI. GRADES

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

VII. CLASS POLICIES

Professional Accountability/Conduct in Class: The professor expects students to act like 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 sometimes we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Part of professional accountability includes treating others with respect and courtesy. Within the class, this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment.

The student is expected to bring any concerns directly to the professor on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, with willingness to accept feedback, and offer possible solutions.

In order to facilitate classroom communication and learning, distractions must be limited to the greatest extent possible.

Time Management: Students will lose 5% of the total point value per calendar day that an assignment is late. Assignments are due on Canvas by the beginning of class on the due date (unless otherwise specified). Assignments turned in after class begins are considered late. On subsequent days, papers must be submitted before 5:30 p.m. to avoid an additional penalty. The student must email the professor to indicate that the assignment has been submitted. An assignment will not be accepted if it is submitted more than 7 days past the due date.

Students who wish to visit with the professor about a deadline for an assignment must do so in advance of the due date. They will be expected to contact the professor to arrange for an appointment, discuss the reason for the delay, and negotiate a new deadline for the assignment. The professor only grants extensions for illness (with documentation from a medical professional), personal crisis (with documentation from Student Emergency Services), or documentation from the Services for Students with Disabilities office.

Students are expected to attend all class sessions in their entirety and three or more absences may result in the student being dropped from the course. Points will be deducted from the Participation grade for absences that have not been proactively discussed in advance with the professor. Points will be deducted from the Participation grade for any departures from class prior to class being dismissed and without proactive discussion in advance with the professor.

Classroom exercises, discussions, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students will be expected to contact their peers

to secure any missed notes. All handouts, PowerPoints, videos, or additional reading materials will be posted to Canvas for that class date under “Modules.” Please do not contact the professor to ask about missed materials before checking Canvas and talking with a peer. The student may schedule an appointment with the professor if they wish to discuss missed classroom material in more detail.

Students are to notify the instructor prior to class via email if they cannot attend class due to an illness or emergency.

The professor will evaluate each student’s class participation based upon their willingness to engage in class discussions, group activities, and behaviors that reflect presence and readiness to learn.

Student Feedback: Student feedback is welcome either informally or formally about classroom learning and content, the professor’s teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by phone, by email, and by appointment if they desire.

Concerns about Grades: Students with concerns or questions about grades are invited to discuss these with the professor. The professor cannot consider grade revisions beyond two weeks after the assignment is returned to the student.

Students with concerns related to equitable distribution of work on a group assignment should first give the peer in question a chance to address the concerns. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If significant concerns remain, the student(s) is/are encouraged to approach the professor during the assignment’s completion process, **before** the assignment is due. When needed and when appropriate, the professor reserves the right to award group assignment grades on an individual basis.

Course Modifications: Should any modifications or changes need to be made to the course (e.g. calendar, reading assignments), students will be notified in class and/or by email.

Contacting the Professor: The professor is available to discuss any issues that arise related to class during office hours or by appointment. Additionally, the student can email the professor with questions regarding assignments and/or concerns. The student should be prepared that it could take up to 48 hours for the professor to respond.

VIII. UNIVERSITY POLICIES

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.

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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also 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. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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.

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/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared

outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

USE OF E-MAIL 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 for keeping the university informed about a change of 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>.

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, examination, work assignment, or 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.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School’s website.

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.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between 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>.

EMERGENCY EVACUATION POLICY. 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
8/27	<p style="text-align: center;">Introduction and Overview of the Course, Preparation for Group Presentation, and Reflections about Crisis & Crisis Intervention – What do you know?</p>		<p style="text-align: center;">The Syllabus</p>
9/3	<p style="text-align: center;">Crisis Intervention – Theory & Application</p>		<p><u>Read</u> <i>Crisis Intervention Strategies:</i> Chapter 1 – Approaching Crisis Intervention Chapter 2 – Culturally Effective Helping in Crisis</p> <p><i>Trauma Stewardship:</i> Chapter 1 – A New Vision for Our Collective Work Chapter 2 – The Three Levels of Trauma Stewardship</p> <p><u>Watch</u></p>

			Recorded Interview with Mayra Robles-Alvarado, LCSW (located in Canvas under “Modules”)
9/10	Crisis Intervention – Theory & Application (continued) Group Presentation Proposal Work Time		<u>Read</u> <i>Crisis Intervention Strategies:</i> Chapter 3 – The Intervention and Assessment Models Chapter 4 – The Tools of the Trade Chapter 5 – Crisis Case Handling <u>Watch</u> Recorded Interview with Garrett Key, M.D., FAPA (located in Canvas under “Modules”)
9/17	Telephone and Online Crisis Counseling and The Crisis of Suicide	<i>Group Presentation Proposals due by 5:30pm via Canvas</i> <i>Personal Assessment Paper due by 11:59pm via Canvas</i>	<u>Read</u> <i>Crisis Intervention Strategies:</i> Chapter 6 – Telephone and Online Crisis Counseling Chapter 8 – Crisis of Lethality <i>Trauma Stewardship:</i> Chapter 3 – What Is Trauma Exposure Response? <u>Watch</u> Recorded Interview with Mandy Davidson, LPC (located in Canvas under “Modules”)
9/24	Handling Specific Crises - Loss & Grief and Crises in Schools	<i>Quiz #1 due by 5:30pm via Canvas</i>	<u>Read</u> <i>Crisis Intervention Strategies:</i>

			<p>Chapter 12 – Personal Loss: Bereavement and Grief Chapter 13 – Crises in Schools <i>Trauma Stewardship:</i> Chapter 4 – The 16 Warning Signs of Trauma Exposure Response</p> <p><u>Watch</u> Recorded Lecture (located in Canvas under “Modules”)</p>
10/1	<p>Handling Specific Crises - Posttraumatic Stress Disorder</p> <p>Guest: Connie Geerhart, LCSW</p>		<p><u>Read</u> <i>Crisis Intervention Strategies:</i> Chapter 7 – Posttraumatic Stress Disorder</p> <p><i>Trauma Stewardship:</i> Chapter 5 – New Ways to Navigate Chapter 6 – Coming into the Present Moment</p> <p>“<i>Social Work in a Police Department</i>” located in Canvas under “Modules”</p> <p><u>Watch</u> Recorded Interview with Connie Geerhart, LCSW-S (located in Canvas under “Modules”)</p>
10/8	<p>Handling Specific Crises - Sexual Assault and Partner Violence</p>		<p><u>Read</u> <i>Crisis Intervention Strategies:</i> Chapter 9 – Sexual Assault Chapter 10 – Partner Violence</p> <p><i>Trauma Stewardship:</i> Chapter 7 – Following the Five Directions</p>

			<p>Chapter 8 – Creating Space for Inquiry</p> <p><u>Watch</u> Recorded Interview with Anna Valverde, LCSW-S (located in Canvas under “Modules”)</p>
10/15	<p>Group Presentation Work Day and <u>Required</u> Small Group Meetings with Professor</p>		<p>No assigned readings</p>
10/22	<p>Facing Disaster Online Trauma-Focused Training Work Time</p>		<p><u>Read</u> <i>Crisis Intervention Strategies:</i> Chapter 17 – Disaster Response</p> <p><i>Trauma Stewardship:</i> Chapter 9 – Choosing Our Focus Chapter 10 – Building Compassion and Community</p> <p><u>Watch</u> “<i>Helping People Respond to Crisis – Theoretical Framework and Practical Strategies</i>” (located in Canvas under “Modules”)</p>
10/29	<p>Crisis in the Human Services Workplace</p>	<p><i>Quiz #2 due by 5:30pm via Canvas</i></p>	<p><u>Read</u> <i>Crisis Intervention Strategies:</i> Chapter 14 – Violent Behavior in Institutions</p>

			<p>Chapter 15 – Legal and Ethical Issues on Crisis of Trauma</p> <p><i>Trauma Stewardship:</i> Chapter 11 – Finding Balance</p> <p><u>Watch</u> Recorded Interview with Rakima Parson, M.S. LPC, RPT, NCC (located in Canvas under “Modules”)</p>
11/5	Group Presentations (Group #1 & Group #2)		No assigned readings
11/12	Group Presentations (Group #3 & Group #4)		No assigned readings
11/19	Group Presentations (Group #5 & Group #6)		No assigned readings
11/26	NO CLASS – THANKSGIVING		
12/3	LAST CLASS Importance of Self-Care in Crisis Work	<i>Online Trauma-Focused Training & Reflection Paper due by 11:59pm via Canvas</i>	<u>Read</u> <i>Trauma Stewardship:</i> Chapter 12 – A Daily Practice of Centering Ourselves Conclusion – Closing Intention

X. BIBLIOGRAPHY

The reading list for this course was designed to represent the perspectives of diverse scholars.

- Godfrey, C. M. (2019). Social work in a police department. In L.M. Grobman (Ed.), *Days in the lives of social workers: 62 professionals tell “real-life” stories from social work practice* (5th ed., pp. 241-251). The New Social Worker Press.
- Franklin, C., Nowicki, J. & Zeng, W. (2020). *Helping people respond to crisis: Theoretical framework and practical strategies*. The University of Texas at Austin, Steve Hicks School of Social Work. <https://socialwork.utexas.edu/ceu/covid-19-trainings/>
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