

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 393R29	Instructor:	Rachael Saylor Garza, LCSW, LCDC
Unique Number:	59820	Email:	rsaylorgarza@utexas.edu
Semester:	Fall 2019	Office:	Adjunct Office/Zoom Mtg Room
Meeting Time/Place:	Wednesdays 2:30pm-5:30pm Online	Office Phone:	218-565-3384
		Office Hours:	Wednesdays 1:30pm-2:30pm Other times 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 problem 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; activities include readings, writings, discussions, lectures, guest speakers, videos, and in-class small group activities around clinical case examples. Due to the online nature of the course, there will be both in class synchronous learning, as well as out of class learning activities including discussion boards and videos. 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.

IV. REQUIRED TEXT AND MATERIALS

Van Dernoot, L. (2009) *Trauma Stewardship: An Everyday Guide to Caring for Self While Care for Others*. San Francisco, CA: Berrett-Koehler Publishers.

Montross, C. (2013). *Falling into the fire: a psychiatrist's encounters with the mind in crisis*. New York, NY: Penguin Books.

James, R., & Gilliland, B. (2017). *Crisis Intervention Strategies* (8th ed.). Boston, MA, US: Cengage Learning.

Selected required readings will also be posted on Canvas.

V. COURSE REQUIREMENTS

A total of 100 Points are assigned to the course requirements in the following ways:

1. *Attendance and Participation* (10 points)
Participation and discussion are critical parts of this course. Students are expected to attend all class sessions. Points will be deducted from the Attendance and Participation grade for each unexcused absence. In addition to class attendance, contributions to and participation in the discussion should reflect critical thinking, analysis, and synthesis of the content presented during class and in the required readings. Class participation will include participation in discussion boards for any learning outside of the synchronous learning in class.
2. *Pop-Quizzes/In class reading reflections* (20 total points-4 quizzes for 5 points each)
Four in class quizzes and/or reading reflections will be comprised of a combination of short answer and multiple-choice questions.
3. *Examinations* (40 total points – 20 points each)
Two 60-minute examinations will be given online during the course of the semester (October 7, 2020, and November 11, 2020). Examinations will include case analyses, short-answer and multiple-choice questions. Multiple-choice questions will be similar to the licensing exam questions and will give the student an opportunity to practice the necessary test-taking skills needed to pass that exam.

4. *Crisis Intervention in Action* (30 points)

The purpose of this assignment is to learn about a human services organization/agency in central Texas that provides crisis intervention services. Students should identify an organization/agency and research its mission, activities, and accomplishments in depth with respect to its target population(s). This research must include some contact with the organization/agency (e.g., via visit, interview with staff, phone conversation, email, etc.).

Students are then asked to write an 8-10-page paper about the organization/agency and the target population - answering the following questions:

- a) What is the scope of the problem addressed by the agency? Epidemiological data about prevalence and vulnerable populations should be presented in this section.
- b) Describe the agency that is the focus of study: How did the agency get started? How long has it been in existence? What is its mission? How is it funded?
- c) Describe the operations of the agency. What are its referral sources? How is it staffed? What interventions are utilized? Does the agency use evidence-based practices? What role do social workers play in direct service and in administration?
- d) Does the agency evaluate the effectiveness of its services? Does it conduct a formal program evaluation?
- e) Do you notice any of the principles of Trauma Stewardship in application at the agency? Do you notice any of the 16 warning signs of Trauma Exposure Response at an agency level? Is this a place where you would like to work? Why or why not?
- f) Conclusions

Note: This assignment is due on **December 2, 2020 by 2:30pm.**

***Please note that all assignments will be posted on Canvas with requirements and instructions.

Overall Criteria for Evaluating Assignments

The skills possessed by effective professional social workers include the ability to write well and to speak in an articulate and persuasive manner to groups. A student's written work should be well conceptualized and researched, clearly organized, and supported by examples and details. Papers must be typewritten, proofread for spelling and grammatical errors, double-spaced and in 12-point font, and must follow *The Publication Manual of the American Psychological Association* (APA) style format. Incorrect use of APA style may result in a deduction of points on assignments. Appropriate referencing (authors, titles, page numbers, etc.) of assignments is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. If a student does not know how to cite appropriately, attempts to learn before submitting any assignments is recommended.

Papers must include the following elements:

- Clear answers to all required questions
- Strict adherence to assignment parameters around length of paper
- Evidence of independent, critical thinking
- Research from peer-reviewed professional journals and from recent books
- Integration of material from lectures and course readings
- Use of grammar, spelling, and punctuation appropriate to graduate level written work

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

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

*The course schedule is designed to be a guide through the course. Please note that dates are subject to change and students are responsible for updates in class and on Canvas.

Date	Topic	Assignment Due	Readings
8/26	Introduction to Course Review of Syllabus		The Syllabus
9/2	Crisis Intervention Theory		James- Ch. 1, 2 van Dernoot - Introduction Montross – Prologue
9/9	Crisis Intervention Skills		James – Ch. 3, 4 van Dernoot – Ch. 1 Montross - Ch. 1
9/16	Crisis Intervention: Intimate Partner Violence and Sexual Assault		James – Ch. 9, 10 van Dernoot – Ch. 2

9/23	Crisis Intervention: Disaster and Trauma		James – Ch. 7, 17 van Dernoot – Ch. 3
9/30	Crisis Intervention: Suicidality, Danger to Self and/or Others, Working with Potentially Violent Persons Guest Speaker: Rikki Sierra, LCSW		James – Ch. 6, 8 van Dernoot – Ch. 4 Montross – Ch. 4 “A Suicide Crisis Intervention Model with 25 Practical Strategies for Implementation” located on Canvas under “Modules”
10/7	EXAM #1 2:30 to 3:30 3:30 to 5:30- Online lecture posted to Canvas Modules	<i>Email professor questions for Guest Speaker by 10/8 Instructions will be on Canvas</i>	van Dernoot – Ch. 5
10/14	Crisis Intervention: Public Safety and First Responders Guest Speaker: Connie Geerhart, LCSW		van Dernoot – Ch. 6 James- Ch. 14 “Social Work in a Police Department” located on Canvas under “Modules” “Making Policing Safer for Everyone” located on Canvas under “Modules”
10/21	Crisis Intervention: Chronic Mental Illness, Psychosis and Involuntary Psychiatric Commitment Laura Sovine, LMSW-AP		James- Ch. 5, 13 Montross - Ch. 2, 3, 5
10/28			James - Ch. 15 van Dernoot – Ch. 7

	Crisis Intervention: Substance Use/Substance Abuse and Developmental Crises		“The Addicts Next Door” located on Canvas under “Modules”
11/4	Crisis Intervention: Crises Involving Loss and Work in Health/Medical Settings		James – Ch. 11, 12 van Dernoot – Ch. 8, 9
11/11	EXAM #2 2:30 to 3:30 3:30 to 5:30 Listen to Podcast on Shared Trauma-posted on Canvas Modules		van Dernoot – Ch. 10, 11
11/18	Burnout/Compassion Fatigue/Trauma Stewardship		James- Ch. 16 van Dernoot – 12, Conclusion Montross – Epilogue
11/25	Thanksgiving Holiday No Class		
12/2	LAST CLASS Discussion of Findings from Crisis Intervention in Action papers Termination and Evaluations	<i>Crisis Intervention in Action Paper Due by 2:30pm</i>	

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). Harrisburg, PA: White Hat Communications, The New Social Worker Press.

Granello, D. H. (2010). A suicide crisis intervention model with 25 practical strategies for implementation. *Journal of Mental Health Counseling*, 32(3), 218-235.

- James, R., & Gilliland, B. (2017). *Crisis Intervention Strategies* (8th ed.). Boston, MA, US: Cengage Learning.
- Linde, P. (2010). *Danger to self: On the front line with an ER psychiatrist*. Los Angeles, CA: University of California Press.
- Montross, C. (2013). *Falling into the fire: a psychiatrist's encounters with the mind in crisis*. New York, NY: Penguin Books.
- Singer, J. B. (Producer). (2020, May 9). #126 - Shared Trauma in the COVID19 Pandemic: Interview with Carol Tosone, Ph.D. [Audio Podcast]. Social Work Podcast. Retrieved from <http://www.socialworkpodcast.com/2020/05/covid19.html>
- Talbot, M. (2017, June). The addicts next door. *The New Yorker*. Retrieved from <https://www.newyorker.com/magazine/2017/06/05/the-addicts-next-door>
- Wexler, C. & Thomson, S. (2016, March 1). Making policing safer for everyone [Opinion]. *The New York Times*, 29. Retrieved from <https://www.nytimes.com/2016/03/02/opinion/making-policing-safer-for-everyone.html>
- Yeager, K. & Roberts, A. R. (Eds.). (2015). *Crisis intervention handbook: Assessment, treatment, and research* (4th ed.). New York, NY, US: Oxford University Press.