

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 393R29	Instructor:	Becky Morales, LCSW-S
Unique Number:	60095	Email:	beckymorales@utexas.edu
Semester:	Fall 2019	Office:	3.104A
Meeting Time/Place:	Wednesdays 2:30pm-5:30pm Room 2.132	Office Phone:	512-461-8904
		Office Hours:	Wednesdays 1:00pm-2:00pm 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. 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

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.

Yeager, K. & Roberts, A. R. (Eds.). (2015). *Crisis intervention handbook: Assessment, treatment, and research* (4th ed.). New York, NY, US: Oxford University Press.

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* (15 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.
2. *Examinations* (60 total points – 30 points each)
Two 90-minute examinations will be given during the course of the semester (October 16, 2019, and November 20, 2019). Examinations will include case analyses and short-answer questions. Short-answer 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.
3. *Crisis Intervention in Action* (25 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? Is this a place where you would like to work? Why or why not?
- e) Conclusions

Note: This assignment is due on **November 13, 2019 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

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, cell phones and other communication devices are restricted and should be turned off while in class. Laptops may be used during class only to take notes and text message (i.e. iMessage) capabilities should be disabled accordingly. Failure to comply with this expectation may result in a grade reduction in class participation grade.

Time Management: Students will lose 5% of the total point value per calendar day that an assignment is late. Assignments turned in after class begins are considered late. On subsequent days, assignments must be submitted before 5:00 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 office

visit and discuss the reason for the delay. 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.

Attendance is mandatory and three or more unexcused absences may result in a failing grade for the course. A sign in sheet will be available at the start of class. Late arrivals will be noted if the student is more than 10 minutes after the start of class. Points will be deducted from the Class Participation/Attendance grade for each unexcused absence. Three late arrivals will count as one unexcused absence.

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 or handouts. All handouts, PowerPoints, 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 office visit with the professor if they wish to discuss missed classroom material in more detail.

Students are to notify the instructor prior to class at the given office number if they cannot attend class due to an illness or emergency.

The professor will evaluate each student's class preparation and contribution based upon their willingness to engage in class discussions, group activities, attentiveness to lectures and guest speakers, and behaviors that reflect presence and readiness to learn. Students who are engaged in side conversations or appear to be using their electronic devices for non-class related activities will have their participation grade lowered accordingly and may be asked to meet with the professor to discuss appropriate classroom behavior.

Student Feedback: Student feedback is welcome either informally or formally about class room 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 e-mail, and by appointment if they desire.

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.

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 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 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: <https://studentaffairs.utexas.edu/>.

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.

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/>.

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. 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 based on gender. 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, interpersonal 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 and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms 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.

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.

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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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 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 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.

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
9/4	Introduction to Course Review of Syllabus		The Syllabus
9/11	Crisis Intervention Theory		Yeager - Introduction, Ch. 1, 5, 25 Linde - Preface, Ch. 1, 4, 10 Montross - Prologue
9/18	Crisis Intervention Skills		Yeager - Ch. 3, 20 Montross - Ch. 1
9/25	Crisis Intervention: Intimate Partner Violence and Sexual Assault		Yeager - Ch. 16, 17 Linde - Ch. 9
10/2	Crisis Intervention: Disaster and Trauma		Yeager - Ch. 4, 7, 8
10/9	Crisis Intervention: Suicidality, Danger to Self and/or Others, Working with Potentially Violent Persons		Yeager - Ch. 2, 6 Linde - Ch. 2, 3, 6, 7 Montross - Ch. 4 “A Suicide Crisis Intervention Model with 25 Practical Strategies for Implementation” located on Canvas under “Modules”
10/16	EXAM #1		

10/23	Crisis Intervention: Public Safety and First Responders		Yeager - Ch. 10, 19 “Social Work in a Police Department” located on Canvas under “Modules” “Making Policing Safer for Everyone” located on Canvas under “Modules”
10/30	Crisis Intervention: Chronic Mental Illness, Psychosis and Involuntary Psychiatric Commitment		Montross - Ch. 2, 3, 5
11/6	Crisis Intervention: Substance Use/Substance Abuse and Developmental Crises		Yeager – Ch. 13, 14, 15, 18 Linde - Ch. 5, 8 “The Addicts Next Door” located on Canvas under “Modules”
11/13	Crisis Intervention: Crises Involving Loss and Work in Health/Medical Settings	<i>Crisis Intervention in Action Paper Due by 2:30pm</i>	Yeager - Ch. 12, 23, 24
11/20	EXAM #2		
11/27	NO CLASS – THANKSGIVING HOLIDAY		
12/4	LAST CLASS Burnout Discussion of Findings from Crisis Intervention in		Yeager - Ch. 22 Linde - Epilogue Montross - Epilogue

	Action papers		
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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.
- 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.
- 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.