

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 393R29	Instructor:	Becky Morales, LCSW-S
Unique Number:	61785	Email:	becky.morales@austin.utexas.edu
Semester:	Fall 2021	Office:	3.104A
Meeting Time:	Thursdays 5:30-8:30pm	Office Phone:	512-593-8271
Meeting Place:	SSW 2.118/Web-based (Zoom)	Office Hours:	Thursdays, 4:30pm – 5:15pm (Zoom) or 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 class will be taught using a variety of methods to foster a stimulating, creative and collaborative learning community. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. As needed, the class will utilize a cohort model in which half of the registered students attend a class session in person, while the additional students attend the same class session via Zoom synchronously. Class activities include reading, writing, small group interaction, class discussion, lecture, guest speakers, videos, student presentations, and self-reflection. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by guest speakers, the instructor, and classmates from diverse backgrounds. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills, and attend class regularly. It is critical that students remain current with reading assignments to fully participate in class discussions. All students are encouraged to provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

When needed and at instructor's discretion, this class will be web-based. An addendum to this syllabus provides guidelines and policies for participation in web-based class sessions.

IV. REQUIRED TEXT AND MATERIALS

Cavaiola, A. A., & Colford, J.E. (2018). *Crisis intervention: A practical guide*. Sage Publications.

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

Additional required readings will 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 class. Because this is a graduate-level social work class, it is expected that students will be able to participate on a deeper level in class discussions and take healthy risks to work outside of their comfort zone. 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. It is critical that students remain current with reading assignments to fully participate in class discussions.

While attendance is invaluable for our learning community, life happens and the instructor understands that everyone is trying to survive, all while being students. If a student is unable to attend class, they are encouraged to be transparent and communicate with the instructor proactively, so she can collaboratively determine how to best help and ensure success in this class. Please be aware that three or more absences may result in a student being dropped from the course. The instructor reserves the right to consider absences that have not been proactively discussed with her when assigning the final participation grade.

The instructor requests that each student attend one (1) virtual meeting with her early in the semester. This is an opportunity to connect individually with the instructor and begin building a relationship. 15-minute interval appointment options will be made available during the first week of class via the Canvas calendar.

At various points during the semester, the instructor will invite students to assess the quality of their own participation. These participation self-assessments, class attendance, participation in one (1) meeting with the instructor, and the instructor's observations related to individual demonstration of risk-taking for increased self-awareness and professional growth will be factors in the final participation grade.

2. *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 guest speaker presentations, and will be a combination of multiple-choice questions, fill-in-the blank questions, and short answer questions. In addition, some quiz questions will be sample LMSW licensing exam questions which will give students the opportunity to gain test taking experience. Quizzes will be taken on and submitted via Canvas.

3. *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 course readings, and at least two (2) supplemental resources focused on social worker/mental health professional burnout, vicarious traumatization, or compassion fatigue as references. All reference and supporting materials used must be appropriately attributed.

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

- Read Chapter 3 in the Cavaiola & Colford text: "Essential Crisis Intervention Skills." (*Please note - this chapter is required reading for September 9th*).
- 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: suicide, sexual assault, intimate 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 two (2) supplemental resources focused on this topic.**

4. *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 supporting clients in crisis and assess the strengths and opportunities of the training learnings. 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) learned. Students are expected to critically critique the training and identify tangible strengths and limitations of the intervention itself (not the training format). Students will also be required to upload their training completion certificate as part of this assignment. Students are welcome to propose use of another training not noted below that is related to supporting clients in crisis. If students choose to propose an alternative training option, they must discuss their plan for the change with the instructor by 5pm on November 1, 2021.

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://cpt2.musc.edu/>
 - \$40 fee for this training
 - Approximately 13 hours

5. Group Presentation (60 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 instructor for approval. **Group presentation proposals are due to the instructor by 5:30pm on September 16, 2021, via Canvas (upload to Group Presentation Assignment).** 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. Students are strongly encouraged bring their unique perspectives to this assignment so that we can understand the crisis area of choice from various points of view in order to build collective knowledge.

All presentations will include:

- a comprehensive review of literature on the selected crisis area
- development of a unique framework for understanding the unique characteristics of the crisis (*students are encouraged to challenge dominant narratives in the field*)
- development of a case vignette illustrating the chosen area
- exploration of crisis treatment considerations for supporting 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 the work?)

Students are required to develop a well-coordinated 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 throughout the presentation is strongly encouraged and welcomed.

As part of the group presentation, students will prepare handouts to be shared with the instructor 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.

All presentation groups will virtually meet with the instructor on October 14th, for up to 15 minutes, to discuss the plan for their group presentation. This will be an opportunity to ask questions, pitch ideas, and brainstorm about the presentation. Meeting with the instructor is required and all group members must attend. The rest of the class period on October 14th can be utilized to work on group presentations.

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

Participation	20 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	60 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 will also be posted on Canvas with all requirements and detailed instructions.**

All assignments in this course may be processed by Turnitin, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any Turnitin submission, the instructor will make the final determination as to whether or not a paper has been plagiarized.

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

Attendance:

While attendance is invaluable for our learning community, life happens and the instructor understands that everyone is trying to survive, all while being students. If a student is unable to attend class, they are encouraged to be transparent and communicate with the instructor proactively, so she can collaboratively determine how to best help and ensure success in this class. Please be aware that three or more absences may result in a student being dropped from the course. The instructor reserves the right to consider absences that have not been proactively discussed with her when assigning the final participation grade.

Classroom exercises, discussions, guest speakers and other class experiential exercises are essential for 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 should an absence from class be necessary. All handouts, PowerPoints, videos, or additional reading materials will be posted to Canvas for that class date under "Modules." Please do not contact the instructor to ask about missed materials before checking Canvas and talking with a peer. The student may schedule an appointment with the instructor if they wish to discuss missed classroom material in more detail.

Class Environment: The instructor's goal is to create a comfortable, inviting environment for all students so learning can take place. We are not in this class to simply agree with each other or with the instructor. We are here to offer, analyze, and connect a variety of viewpoints so that we can strengthen our own abilities as thinkers and scholars. In this environment, we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. With this in mind, the instructor does require that students engage one another with respect and courtesy.

If concerns arise, students are expected to bring any concerns directly to that person 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.

Use of Computers/Cell Phones in the Classroom: In order to facilitate classroom communication and learning, distractions must be limited to the greatest extent possible. When laptops are being used in the classroom, it is considered disrespectful to use the device for anything other than note-taking or relevant data search that will benefit the entire class. Internet surfing, instant messaging/iMessage, working on material outside of the Crisis Intervention course, etc. is not permitted. Additionally, cell phones should be silenced and put away for the duration of class unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class.

Breaks during Class Sessions: The instructor will create space for at least one (1) break during the allotted class time each week. Students are empowered to take breaks as needed throughout the course of class time to support their personal needs.

Use of Canvas for this Course: This class uses Canvas – an online course management system with password-protected access at <http://canvas.utexas.edu> - for confidential communication such as posting and submitting assignments. Readings that are not in the required text, assignment guidelines, and assignment grading rubrics are all available in Canvas. Students can access Canvas Help 24/7 by calling 855-308-2494. Students are expected to set notifications in Canvas so they receive announcements and updates as soon as they are posted.

Student Feedback: Students will be asked to provide feedback on their learning and the instructor's teaching strategies in informal, as well as formal ways. It is very important for the instructor to know the students' reactions to what is taking place in class, ensuring that together the instructor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the instructor during class and office hours.

Late Assignments: Assignments are due by the beginning of class on the due date, unless

otherwise noted. Assignments turned in after class begins are considered late. Students will lose 5% of the total point value per calendar day that an assignment is late. Students who wish to request an extension must contact the instructor in advance of the due date. The student will be expected to discuss the reason for the late assignment and negotiate a new deadline for the assignment. The instructor is unable to accept an assignment if it is submitted more than 7 days past the due date.

Concerns about Grades: Students with concerns or questions about grades are invited to discuss these with the instructor. The instructor 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, 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 instructor during the assignment's completion process, **before** the assignment is due. When needed and when appropriate, the instructor 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 Canvas announcement.

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

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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/>.

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.

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 campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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
8/26	Introduction and Overview of the Course, Preparation for Group Presentations, and Reflections about Crisis & Crisis Intervention		The Syllabus
9/2	Crisis Intervention – Theory & Application		<u>Read</u> <i>Crisis Intervention:</i>

			<p>Chapter 1 – Understanding Crisis</p> <p>Chapter 2 – Crisis Intervention Models: An Exploration of Historical and Contemporary Models</p> <p><i>Trauma Stewardship:</i> Chapter 1 – A New Vision for Our Collective Work Chapter 2 – The Three Levels of Trauma Stewardship</p>
9/9	<p>Crisis Intervention – Essential Skills</p> <p>Group Presentation Proposal Work Time</p>		<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 3 – Essential Crisis Intervention Skills</p> <p><i>Trauma Stewardship:</i> Chapter 3 – What Is Trauma Exposure Response?</p>
9/16	<p>Crises Involving Suicide, Homicide, and Lethality</p> <p>Guest Speaker: Garrett Key, M.D., FAPA</p>	<p><i>Group Presentation Proposals due by 5:30pm via Canvas</i></p> <p><i>Personal Assessment Paper due by 11:59pm via Canvas</i></p>	<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 11 – Crises Involving Suicide, Homicide, and Lethality</p> <p><i>Trauma Stewardship:</i> Chapter 4 – The 16 Warning Signs of Trauma Exposure Response</p>
9/23	<p>Crises Involving Bereavement, Grief, and Loss</p>	<p><i>Quiz #1 due by 5:30pm via Canvas</i></p>	<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 10 – Crises Involving Bereavement, Grief, and Loss</p> <p><i>“Medicalizing Grief”</i> located in Canvas under “Modules”</p>

			<i>“Transformation Through Socially Sensitive Experiences”</i> located in Canvas under “Modules”
9/30	<p>The Crises of Sexual Assault, Intimate Partner Violence, and Domestic Violence</p> <p>Guest Speaker: Connie Geerhart, LCSW-S</p>		<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 8 – The Crisis of Sexual Assault Chapter 9 – Intimate Partner Violence & Domestic Violence</p> <p><i>Trauma Stewardship:</i> Chapter 5 – New Ways to Navigate</p> <p><i>“Social Work in a Police Department”</i> located in Canvas under “Modules”</p>
10/7	<p>Mental Health & Psychiatric Crises; Health Crises</p>		<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 12 – Mental Health & Psychiatric Crises Chapter 13 – Health Crises</p> <p><i>Trauma Stewardship:</i> Chapter 6 – Coming into the Present Moment Chapter 7 – Following the Five Directions</p>
10/14	<p>Group Presentation Work Day and <u>Required</u> Small Group Meetings with Instructor (Virtual)</p>		No assigned readings
10/21	<p>Adolescent Crises; The School’s Response to Crisis</p> <p>Guest Speaker: Wendy Castillo, LCSW</p>		<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 5 – Adolescent Crises Chapter 6 – The School’s Response to Crisis</p>

			<p><i>Trauma Stewardship:</i> Chapter 8 – Creating Space for Inquiry Chapter 9 – Choosing Our Focus</p>
10/28	<p>Alcohol and Drug Crises; Crises in the Workplace</p>	<p><i>Quiz #2 due by 5:30pm via Canvas</i></p>	<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 7 – Alcohol and Drug Crises Chapter 14 – Crises in the Workplace</p> <p><i>Trauma Stewardship:</i> Chapter 10 – Building Compassion and Community Chapter 11 – Finding Balance</p>
11/4	<p>Group Presentations (Group 1 & Group 2)</p> <p>Online Trauma-Focused Training Work Time</p>		<p>No assigned readings</p>
11/11	<p>Group Presentations (Group 3 & Group 4)</p> <p>Online Trauma-Focused Training Work Time</p>		<p>No assigned readings</p>
11/18	<p>Group Presentations (Group 5 & Group 6)</p> <p>Online Trauma-Focused Training Work Time</p>		<p>No assigned readings</p>
11/25	<p>NO CLASS – THANKSGIVING HOLIDAY</p>		

12/2	LAST CLASS	<p><i>Online Trauma-Focused Training & Reflection Paper due by 11:59pm via Canvas</i></p>	<p><u>Read</u> <i>Trauma Stewardship: Chapter 12 – A Daily Practice of Centering Ourselves</i> Conclusion – Closing Intention</p> <p><u>Listen To</u> Brené with Emily and Amelia Nagoski on Burnout and How to Complete the Stress Cycle</p>
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X. BIBLIOGRAPHY

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

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Harris, D. L., & Bordere, T. C. (Eds.). (2016). *Handbook for social justice in loss and grief: Exploring diversity, equity and inclusion*. Routledge.

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.

Nagoski, E., & Nagoski, A. (2019). *Burnout: The secret to unlocking the stress cycle*. Ballantine Books.

Smullens, S. (2015). *Burnout and self-care in social work: A guidebook for students and those in mental health and related professions*. NASW Press.

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

Becky Morales, LCSW-S
Course Syllabus Addendum
Online Course Guidelines and Policies

Course Technology Requirements

Students will need to have access to the following to participate in any online class sessions:

- Computer with dependable access to reliable, high speed internet connection and webcam
- Headphones and a well-lit private room for participation in the synchronous portion of the class each week
- Access to the Internet, MS Word or Pages, PowerPoint or Google Slides
- Accounts in Canvas
- Accounts in Zoom

Online Classroom Expectations

Synchronous Class Meeting Times (Our Online Classroom)

Although class participants are not in a physical classroom, the virtual environment needs to be treated with respect as a learning environment. External distractions must be limited to the greatest extent possible. Students should do their best to find a quiet, well-lit space prior to logging into the synchronous class session.

Classroom Decorum and Establishing a Safe Environment for Dialogue

- Classroom attire – students should wear something they would wear to an in-person class.
- Children – should not be on the student’s lap or in the vicinity of the camera’s view in respect to other students.
- Pets – appearances should be kept to a minimum.
- Safety – students should not access the web-based classroom while driving.
- Distractions – both television and music should not be on during class time. Students should not be in a public space (e.g. a coffee shop) during class time. Students and their computers should be in a place where students can hear and be heard without distractions. Cell phones should be off or in silent mode and not used during class time unless there is an urgent issue that you have informed the instructor about before class.
- Set up for class – students’ computer cameras should give a full view of the student’s face in order to engage with others in the virtual classroom.

- Class participation – students should monitor contributions to class as they would in a physical classroom. Students should be aware of when they can contribute more and when they need to pull back with the level of contribution to give others space.
- Language – students should use academic discourse through speech, chat, or email.
 - When posting written communication, avoid typing in all caps or bold as this can be viewed as yelling in some online communities.
 - Use emoticons and other symbols to indicate tone when appropriate. This helps to decipher tone and intent.
 - Students should take time to critically think about messages posted and how to formulate responses. Thoughts do not need to be perfectly formulated, but should be respectful.
 - Chat entries should be relevant to the topic being discussed in the synchronous portion of class.

Technology Issues

If students encounter technology challenges with Canvas and/or Zoom prior to and/or during synchronous class sessions, the ITS service desk should be contacted (not the instructor) - <https://sites.utexas.edu/css/servicedesk/>.