

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 393R29	Instructor:	Claire Godfrey
Unique Number:	62035	Email:	Claire.godfrey@austin.utexas.edu
Semester:	Fall 2023	Office:	3.104A
Meeting Time/Place:	Wednesdays	Office Phone:	512-553-2515
	2:30pm-5:30pm	Office Hours:	Wednesdays 1:30pm-2:15pm
	SSW 2.132		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 problems covered.

II. STANDARDIZED COURSE OBJECTIVES

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

8. Demonstrate the ability to skillfully implement, document, and evaluate the effectiveness of clinical interventions for people in crisis.

III. TEACHING METHODS

This 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. 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.

IV. REQUIRED TEXT AND MATERIALS

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

Additional required readings, podcasts, and materials will be posted on Canvas.

V. COURSE REQUIREMENTS

A total of 300 Points are assigned to the course requirements in the following ways:

1. *Participation (30 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 manage multiple demands, in addition to 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 (3) 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.

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,

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. *Finding Balance (25 points)* - The key to longevity in the field of social work is what many refer to as self-care, and what this class will call "finding balance." Students will have the opportunity to share and/or teach something from their lives that represents another part of themselves, a part that provides counter-balance to the weight of their professional work. This may be how they practice self-care, how they practice mindfulness or engage in grounding exercises, ways in which they access humor, hobbies, crafts, technical skills, creative outlets, and beyond. The time for this sharing is 5 minutes and will be scheduled on the first day of class.
3. *Quizzes (50 total points – 25 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. Quizzes will be taken on and submitted via Canvas.
4. *Personal Assessment Paper (60 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 6th.*)
- 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/podcasts and at least two (2) supplemental resources focused on this topic.**

5. *Online Trauma-Focused Training & Reflection Paper (60 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 reflection paper (approximately 4-5 pages in length) on the training selected, including a personal critique of the strengths and limitations of the respective intervention(s) learned and connection to classroom learnings over the course of the semester. Students are expected to critically critique the training and identify tangible strengths and limitations of the learned 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 this change with the instructor by 5pm on November 1st.

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

- What made you select this specific training/intervention?
- In your opinion, what are the strengths of your chosen intervention?
- In your opinion, what are the limitations of your chosen intervention?
- How did what you learned in this training relate to your classroom learnings and knowledge gained this semester?
- How do you imagine this training will be helpful for your emerging social work practice?

Training options are:

- Psychological First Aid (PFA)
 - <https://learn.nctsn.org/enrol/index.php?id=596>
 - No fee for this training
 - Approximately 5 hours

- Psychological First Aid (PFA) Online is 5-hour interactive online course that helps participants learn the core actions of PFA and describes ways to apply them in different post-disaster scenarios and with different survivor needs. This course also covers provider well-being before, during, and after disasters. This course is relevant for new providers who are wanting to be oriented to PFA, as well as for seasoned practitioners who want a review of the PFA concepts.
- Skills for Psychological Recovery (SPR)
 - <https://learn.nctsn.org/enrol/index.php?id=535>
 - No fee for this training
 - Approximately 5 hours
 - Skills for Psychological Recovery (SPR) is a 5-hour interactive course designed for providers to help survivors gain skills to manage distress and cope with post-disaster stress and adversity. This course is for individuals who want to learn about using SPR, learning the goals and rationale of each core skill, delivering SPR, and supporting survivors in the aftermath of a disaster or traumatic event.
- Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
 - <https://tfcbt2.musc.edu/en>
 - \$35 fee for this training
 - Approximately 11 hours
 - TF-CBT is an evidence-based treatment for children and adolescents impacted by trauma and their parents or caregivers. It is a components-based treatment model that incorporates trauma-sensitive interventions with cognitive behavioral, family, and humanistic principles and techniques. TF-CBT has proved successful with children and adolescents (ages 3 to 18) who have significant emotional problems (e.g., symptoms of posttraumatic stress disorder, fear, anxiety, or depression) related to traumatic life events. It can be used with children and adolescents who have experienced a single trauma or multiple traumas in their lives.
- Cognitive Processing Therapy (CPT)
 - <https://cpt2.musc.edu/>
 - \$40 fee for this training
 - Approximately 13 hours
 - Cognitive processing therapy (CPT) is a specific type of cognitive behavioral therapy that has been effective in reducing symptoms of PTSD that have developed after experiencing a variety of traumatic events including child abuse, combat, rape and natural disasters.

6. *Group Presentation (75 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 meaningful research in 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 11:59pm on October 11th, via Canvas (upload to Group Presentation Assignment). Tips on how to write this proposal can be found here: <https://socialwork.uw.edu/content/how-write-abstract>

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 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 (*students are encouraged to share this vignette in a creative way*)
- 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 30 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 the selected 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 meet with the instructor on September 27th 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.

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	30 points
Finding Balance	25 points
Quizzes (2)	50 points (each is worth 25 points)
Personal Assessment Paper	60 points
Online Trauma-Focused Training & Reflection Paper	60 points
Group Presentation	75 points

Total for the Course: **300 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 manage multiple demands, in addition to 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 (3) 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.

In regards to COVID, people may choose to mask at any time, for any reason, and individuals who are immunocompromised or at high risk should continue to take precautions.

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 learning 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 proactively and in advance of the due date. The student will be expected to discuss the reason for requesting an extension 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.

ACCESSIBLE/COMPLIANT STATEMENT: If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

TITLE IX DISCLOSURE. Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are mandatory reporters under federal Title IX regulations and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit:
<https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

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
8/23	Introductions and Overview of the Course and Reflections about Crisis & Crisis Intervention		<u>Read</u> The Syllabus <u>Listen To</u> Crisis Social Work: https://www.helpfussocialwork.com/9a-crisis-social-work/
8/30	Crisis Intervention – Theory & Application		<u>Read</u> <i>Crisis Intervention:</i> Chapter 1 – Understanding Crisis Chapter 2 – Crisis Intervention Models: An Exploration of Historical and Contemporary Models <u>Listen To</u> Crisis Intervention and Suicide Assessment: Part 1 https://socialworkpodcast.blogspot.com/2007/01/crisis-intervention-and-suicide.html Crime Junkie - SURVIVED: Jaycee Dugard

			https://crimejunkiepodcast.com/survived-jaycee-dugard/
9/6	Crisis Intervention – Essential Skills		<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 3 – Essential Crisis Intervention Skills</p> <p>“Social Work in a Police Department” located in Canvas under “Modules”</p> <p><u>Listen To</u> Crisis Intervention and Suicide Assessment: Part 2 https://socialworkpodcast.blogspot.com/2007/01/crisis-intervention-and-suicide_29.html</p>
9/13	The Crises of Sexual Assault, Intimate Partner Violence, and Domestic Violence; Human Trafficking	<i>Personal Assessment Paper due by 11:59pm via Canvas</i>	<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 8 – The Crisis of Sexual Assault Chapter 9 – Intimate Partner Violence & Domestic Violence</p>
9/20	Crises Involving Bereavement, Grief, and Loss; Death Notifications; Supporting Cultural Practices		<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 10 – Crises Involving Bereavement, Grief, and Loss</p> <p><u>Listen To</u> Burnout and Death https://socialworkstories.podbean.com/e/a-covid-death-moral-injury-and-burnout-in-social-work-practice-ep-69/</p>
9/27			<u>Read</u>

	<p>Child Maltreatment; Adolescent Crises; The School's Response to Crisis</p> <p>Guest Speaker: Amy Bryan, PhD, LCSW</p> <p>Group Presentation Proposal Work Time + Required Small Group Meetings with Instructor</p>	<p><i>Quiz #1 due by 11:59pm via Canvas</i></p>	<p><i>Crisis Intervention:</i> Chapter 4 – Child Maltreatment Chapter 5 – Adolescent Crises Chapter 6 – The School’s Response to Crisis</p>
10/4	Group Presentation Work Day		No assigned reading
10/11	Crises Involving Suicide, Homicide, and Lethality; Mental Health & Psychiatric Crises	<p><i>Group Presentation Proposals due by 11:59pm via Canvas</i></p>	<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 11 – Crises Involving Suicide, Homicide, and Lethality Chapter 12 – Mental Health & Psychiatric Crises</p> <p><u>Listen To</u> Mobile Crisis Response: https://dointhework.podbean.com/e/mobile-crisis-intervention-brenton-gicker-and-chelsea-swift/</p> <p>The Dark Place https://socialworkstories.podbean.com/e/the-dark-place-working-with-a-suicide-caller/</p> <p>Helping the Suicidal Person: https://socialworkpodcast.blogspot.com/2018/04/freedenthal.html</p>
10/18	Disaster Response; Crises in the Workplace;		<p><u>Read</u> <i>Crisis Intervention:</i></p>

	Community Response to Crisis Guest Speaker: Chas Moore, Executive Director, Austin Justice Coalition		Chapter 14 – Crises in the Workplace Chapter 15 – Disaster Response
10/25	Alcohol and Drug Crises; Health Crises	<i>Quiz #2 due by 11:59pm via Canvas</i>	<u>Read</u> <i>Crisis Intervention:</i> Chapter 7- Alcohol and Drug Crises Chapter 13- Health Crisis
11/1	Advanced Clinical Treatment in Crisis Intervention Guest Speaker: Rick Levinson, LCSW		<u>Read</u> <i>The Body Keeps the Score:</i> Chapter 15 – Letting Go of the Past: EMDR (located in Canvas under “Modules”)
11/8	Group Presentations (Group 1, 2, & 3) Online Trauma-Focused Training Work Time		No assigned readings
11/15	Group Presentations (Group 4, 5 & 6) Online Trauma-Focused Training Work Time		No assigned readings
11/22	NO CLASS FALL BREAK		
11/29	LAST CLASS Sustaining Yourself as a Social Worker; Reflections on Learnings	<i>Online Trauma-Focused Training & Reflection Paper due by 11:59pm via Canvas</i>	<u>Listen To</u> <u>Brené with Emily and Amelia Nagoski on Burnout and How to Complete the Stress Cycle</u>

	from Semester; Course Evaluations		
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