

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

Course Number:	SW 393R29	Instructor:	Becky Morales, LCSW-S
Unique Number:	62040	Email:	becky.morales@austin.utexas.edu
Semester:	Fall 2023	Office:	Zoom
Meeting Time/Place:	Thursdays	Office Phone:	512-593-8271
	5:30pm – 8:30pm	Office Hours:	Thursdays, 4:30pm – 5:15pm
	Zoom		Other time by appointment

Crisis Intervention

I. STANDARDIZED COURSE DESCRIPTION

The course is designed as an advanced clinical selective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with crisis intervention. The prevalence of acute crisis situations in our society necessitates that social workers acquire a knowledge and skill base for effective and professional crisis intervention. Students will study evidenced-based applications of theory to practice with identified at-risk populations. Special vulnerabilities and ethical concerns for at-risk populations will be examined. Students will apply crisis intervention theory and models of intervention to various problem areas such as suicide, sexual assault, domestic violence, substance abuse, grief and loss, and violent behavior in institutions. A bio-psycho-social and cultural emphasis will be applied to the various 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, while achieving course objectives. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. The class is fully-online and uses a form of blended learning where students learn content online through analyzing readings, watching videos and completing assignments. Class time is designed to clarify, and supplement the understanding of the assigned readings, videos, and exercises. This occurs through discussions and in-class small group activities around clinical case examples. 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.

Classes will occur via Zoom on Thursday evenings from 5:30 to 7:15pm. The synchronous class is shorter than an in-person class, to make time for the asynchronous learning that happens (required assignments, recorded videos, etc.) between online video classes. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by guest speakers, the instructor, and classmates from diverse backgrounds.

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 and recorded lectures/recorded interviews 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.

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 personal 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. Quizzes will be taken on and submitted via Canvas.

3. Personal Assessment (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 assignment 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 will 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 worker burnout, vicarious traumatization, or compassion fatigue as supporting materials. Any supporting materials used should be acknowledged in some form or fashion.

In preparing to complete this assignment, the following will need to be done:

- Read Chapter 3 in the Cavaola & Colford text: "Essential Crisis Intervention Skills." (*Please note - this chapter is required reading for September 7th*).
- 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 assignment:

- 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 that are a good match for your particular needs that you can implement in (or maintain within) your practice to help sustain you doing this work?

*****Remember that this self-assessment must be informed by the course readings and at least two (2) supplemental resources focused on this topic.**

Options for submission

- Written paper (approximately 5 pages)
- Video recording (approximately 8-10 minutes)
- PowerPoint/Canva with voice overlay (approximately 8-10 minutes)

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

The purpose of this assignment is to provide students with the opportunity to complete a training relevant to supporting those experiencing 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 reflect on the training selected, including a personal critique of the strengths and limitations of the respective approach(es) 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 approach(es) itself (not the training format). Students will also be required to provide some form of training completion verification (e.g. completion certificate, email verification) as part of this assignment. Students are welcome to propose use of another training not noted below that is related to supporting those experiencing crisis. If students choose to propose an alternative training option, they must discuss their plan for this change with the instructor by 5pm on October 31st.

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

- What made you select this specific training?
- In your opinion, what are the strengths of your chosen approach?

- In your opinion, what are the limitations of your chosen approach?
- 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:

- 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.
- Psychological First Aid (PFA)
 - <https://learn.nctsn.org/course/index.php?categoryid=11>
 - 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.
- Radical Mental Health First Aide Intensive
 - <https://ko-fi.com/s/9250716026>
 - For this training, you are free to pay what you can. If you need or would like to pay a lower price than available or you're interested in bartering for a spot, please let the trainer know via email at operations@jokowellness.com. No one will be turned away. (Full value: \$200, \$35 minimum)
 - This training is offered live and only on certain dates/times – it's important to look at the available schedule in advance to plan for your participation.
 - This 4-hour workshop will offer you context on the impact of oppression and social injustice on the body-mind and teach you de-escalation and consent skills. There will be a specific focus on supporting those living with suicidal ideation.
- Skills for Psychological Recovery (SPR)
 - <https://learn.nctsn.org/course/index.php?categoryid=11>
 - 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.

Options for submission

- Written paper (approximately 4-5 pages)
- Video recording (approximately 6-8 minutes)
- PowerPoint/Canva with voice overlay (approximately 6-8 minutes)

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 meaningful research of their chosen crisis area. Students are asked to complete and submit proposals for their presentation to the instructor for approval. **Group presentation proposals are due to the instructor by 5:30pm on September 14th, via Canvas (upload to Group Presentation Assignment).**

Options for presentation proposal submission

- Written proposal – an example written presentation proposal can be found [here](#)
- Video recording
- PowerPoint/Canva with voice overlay

This assignment is designed to challenge students to gain expertise 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 information 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/scenario illustrating the chosen area and application of unique framework
- exploration of crisis treatment considerations for supporting those in crisis
- discussion of ethical, clinical, and cultural considerations relevant to this area
- discussion of the implications for social work practice

- an overview of self-care challenges for social workers working in this field of work (i.e. How might they be impacted by the work? What safeguards can/should be implemented to prevent negative consequences of the work?)

Students are required to develop a well-coordinated presentation of approximately 60 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 meet with the instructor on October 12th, for up to 30 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 12th 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 (15 points each)
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.**

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 a synchronous class session, 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.

Discussions and other synchronous class experiential exercises are essential for students' 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 a synchronous class session 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: Although class participants are not in a physical classroom, the virtual environment needs to be treated with respect as a learning environment:

- 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.
- Distractions – External distractions should be limited to the greatest extent possible. 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 the instructor has been informed about before class.
- Safety – students should not access the online classroom while driving.

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.

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

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://ut.service-now.com/sp?id=ut_bs_service_detail&sys_id=f8a2f29b0ff3960003d2e498b1050ed8.

Breaks during Class Sessions: The instructor will create space for at least one (1) break during the allotted synchronous 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 should expect 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 anything 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
8/24	Introduction and Overview of the Course, Preparation for Group Presentations, and		The Syllabus

	Reflections about Crisis & Crisis Intervention		
8/31	Crisis Intervention – Theory & Application		<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 1 – Understanding Crisis Chapter 2 – Crisis Intervention Models: An Exploration of Historical and Contemporary Models</p> <p><i>Trauma Stewardship:</i> Introduction – On the Cliff of Awakening Chapter 1 – A New Vision for Our Collective Work Chapter 2 – The Three Levels of Trauma Stewardship</p> <p><u>Listen To</u> Crisis Intervention and Suicide Assessment: Part 1: https://socialworkpodcast.blogspot.com/2007/01/crisis-intervention-and-suicide.html</p> <p><u>Watch</u> Recorded lecture located in Canvas under “Modules”</p>
9/7	Crisis Intervention – Essential Skills Group Presentation Proposal Work Time		<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> <p><u>Listen To</u> Crisis Intervention and Suicide Assessment: Part 2:</p>

			<p>https://socialworkpodcast.blogspot.com/2007/01/crisis-intervention-and-suicide_29.html</p> <p><u>Watch</u> Recorded lecture located in Canvas under “Modules”</p>
9/14	<p>Crises Involving Bereavement, Grief, and Loss; Health Crises</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 10 – Crises Involving Bereavement, Grief, and Loss Chapter 13 – Health Crises</p> <p><i>Trauma Stewardship:</i> Chapter 4 – The 16 Warning Signs of Trauma Exposure Response</p> <p><u>Watch</u> Recorded lecture located in Canvas under “Modules”</p>
9/21	<p>Alcohol and Drug Crises; Crises in the Workplace</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 5 – New Ways to Navigate</p> <p><u>Watch</u> Recorded lecture located in Canvas under “Modules”</p>
9/28	<p>Mental Health & Psychiatric Crises; Crises Involving Suicide, Homicide, and Lethality</p>	<p><i>Quiz #1 due by 5:30pm via Canvas</i></p>	<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 12 – Mental Health & Psychiatric Crises</p>

			<p><i>Trauma Stewardship:</i> Chapter 6 – Coming into the Present Moment Chapter 7 – Following the Five Directions</p> <p><u>Listen to</u> Mobile Crisis Response: https://dothework.podbean.com/e/mobile-crisis-intervention-brenton-gicker-and-chelsea-swift/</p> <p><u>Watch</u> Recorded lecture located in Canvas under “Modules”</p>
10/5	<p>Mental Health & Psychiatric Crises; Crises Involving Suicide, Homicide, and Lethality (Cont.)</p>		<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 11 – Crises Involving Suicide, Homicide, and Lethality</p> <p><i>Trauma Stewardship:</i> Chapter 8 – Creating Space for Inquiry Chapter 9 – Choosing Our Focus</p> <p><u>Listen To</u> Helping the Suicidal Person: https://socialworkpodcast.blogspot.com/2018/04/freedenthal.html</p> <p><u>Watch</u> Recorded Interview with Mandy Davidson, LPC, located in Canvas under “Modules”</p>
10/12	<p>Group Presentation Work Day and <u>Required</u> Small Group Meetings with Instructor</p>		<p>No assigned readings</p>

<p>10/19</p>	<p>The Crises of Sexual Assault, Intimate Partner Violence, and Domestic Violence</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 10 – Building Compassion and Community Chapter 11 – Finding Balance</p> <p>“<i>Social Work in a Police Department</i>” located in Canvas under “Modules”</p> <p><u>Watch</u> Recorded interview with Connie Geerhart, LCSW-S, located in Canvas under “Modules”</p>
<p>10/26</p>	<p>Adolescent Crises; The School’s Response to Crisis</p>	<p><i>Quiz #2 due by 5:30pm via Canvas</i></p>	<p><u>Read</u> <i>Crisis Intervention:</i> Chapter 4 – Child Maltreatment Chapter 5 – Adolescent Crises Chapter 6 – The School’s Response to Crisis</p> <p><u>Watch</u> Recorded interview with Deja Gamble, LMSW, located in Canvas under “Modules”</p>
<p>11/2</p>	<p>Group Presentation(s) Online Trauma-Focused Training Work Time</p>		<p>No assigned readings</p>

11/9	Group Presentation(s) Online Trauma-Focused Training Work Time		No assigned readings
11/16	Group Presentation(s) Online Trauma-Focused Training Work Time		No assigned readings
11/23	NO CLASS – FALL BREAK		
11/30	LAST CLASS Sustaining Yourself as a Social Worker; Reflections on Learnings from Semester Course Evaluations	<i>Online Trauma-Focused Training & Reflection Paper due by 11:59pm via Canvas</i>	<u>Read</u> <i>Trauma Stewardship: Chapter 12 – A Daily Practice of Centering Ourselves</i> Conclusion – Closing Intention <u>Listen To</u> Brené with Emily and Amelia Nagoski on Burnout and How to Complete the Stress Cycle: https://brenebrown.com/podcast/brene-with-emily-and-amelia-nagoski-on-burnout-and-how-to-complete-the-stress-cycle/#close-popup

X. BIBLIOGRAPHY

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

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