UNIVERSITY *of* HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK   **WWW.SW.UH.EDU**

COURSE TITLE/SECTION: SOCW 7365 (17595) Crisis Intervention Fall 2012

TIME: Wednesday, 6:00pm – 9:00pm

FACULTY:
Sandra A. Lopez, LCSW, ACSW
Clinical Professor

OFFICE HOURS:
Please email or call for appt
Room 204

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I.   Course

A. Catalog Description

Cr. 3 (3-0). Prerequisite: 34 hours in social work or consent of instructor. Provides theoretical and substantive content that will enable students to gain knowledge, understanding, and skill in relation to crisis intervention in social work practice.

B. Purpose

This is a three credit hour elective that is available to students in any field of practice concentration. The course is based on the premise that social work students and practitioners need working knowledge of the crisis model since many clients do not seek help until a crisis exists.

II.   Course Competencies

Upon completion of this course, students will be able to demonstrate the following competencies:

1. identify and discuss the theoretical and conceptual underpinnings of crisis intervention;
2. define and differentiate between types of crises, that is, developmental or maturational versus situational/accidental;
3. delineate the goals of crisis intervention and compare/contrast them with treatment goals of other selected intervention models;
4. identify and discuss the specific techniques of the model in practice;
5. formulate a valid assessment and intervention plan for a variety of crisis situations;
6. explain one or more methods of evaluating the outcome of crisis intervention efforts.

III.   Course Content

This course will include the following topical (content) areas:
1. crisis theory and concepts
2. dynamics of people in crisis
3. cultural and gender sensitive crisis intervention
4. skills and techniques of the crisis intervention model
5. using crisis intervention in selected situational crises including suicide, violence, battering, elder abuse, incest, sexual assault, HIV disease, natural disasters
6. using crisis intervention in selected settings: hospitals (including emergency room), schools, workplace (e.g., violence & hostage-taking)
7. burn-out among crisis workers
8. evaluating the outcome of crisis intervention

IV.   Course Structure

The class will be delivered in a "hybrid" format in that it will include face to face class meetings, online interactive discussion, and web based learning. Class time will be a combination of lecture, class discussion (face to face and through blackboard vista), experiential exercises (i.e., role play and feedback), and audio-visual media. Guest lecturers will be invited to present on specific applied aspects of crisis intervention. Blackboard Vista will also be utilized as a means of communicating with students, distributing required readings and resources and scheduling meaningful interactive discussions.

V.   Textbooks (Required)

James, Richard K. (2013). *Crisis Intervention Strategies*. (7th ed.). Belmont, CA: Brooks/Cole.

Other required readings (journal articles) will be uploaded to Blackboard Vista.

VI.   Course Requirements

A. Reading Assignments

The course outline, attached separately, contains weekly topics to be covered. Specific reading assignments from the required text will be assigned to students throughout the course. Additional journal articles, readings, and website resources will be assigned to students to compliment the required text. Class time will be designed to clarify, and supplement the understanding of the assigned readings. It is critical that students remain current with reading assignments to fully participate in class discussions.

B. Class Presentation

Specific guidelines for the preparation of the class presentation will be distributed separately.

C. Class Participation

Throughout the course, students will periodically participate in exercises and case reviews designed to assist in expanding their knowledge and develop their awareness and practice skills for working with persons who are facing crises.

D. Mid-Term Exam

The exam will cover all of the key content from text, lecture, and readings related to the framework for understanding crisis and crisis intervention. The exam will be delivered via blackboard vista.

E. Psychological First Aid Online Course (6 hours) & Discussion Board

Students will access and complete a 6 hour online course on Psychological First Aid sponsored by the National Child Traumatic Stress Network Learning Center. The course must be completed by the due date on course schedule and students must bring a copy of the certificate of completion at that time. Students will also participate in a discussion board on blackboard vista to explore their thoughts about the PFA course and its application to future work. Additional guidelines for this discussion will be provided later.

VII. Evaluation and Grading

A. Grades will be assigned on the following basis:

Class Attendance &Participation	15%
Mid-Term Exam	25%
Class Presentation	30%
Presentation Handouts	10%
Psychological First Aid Online Course	15%
Reflections of PFA Course	5%

B. Final course letter grades are based on the following scale:

96 - 100 = A   76 - 79.9 = C+
92 - 95.9 = A-   72 - 75.9 = C

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88 - 91.9  =  B+     68 - 71.9  =  C-
84 - 87.9  =  B      64 - 67.9  =  D+
80 - 83.9  =  B-     Below 64   =  F
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C. Attendance and Class Participation

Attendance and class participation are **critical** to the successful learning in this practice course. Both will be observed and recorded. Should a student's grade be marginal, attendance and class participation records may influence the final outcome.

D. Incomplete Grades

The grade of I (incomplete) is a conditional and temporary grade given when students are passing a course but, for reasons beyond their control, have not completed a relatively small part of all of the course requirements. Students are responsible for informing the instructor immediately of the reasons for not being able to meet the course requirements (Source: University of Houston Graduate and Professional Policy).

E. Late Assignments

Instructor will allow for submission of late assignments only if the student has made prior arrangements to do so and for appropriate reasons. Late assignments **will** result in the lowering of the otherwise earned grade.

F. Pagers, Cellular Telephones, and Laptops

Please show respect and consideration of others by taking responsibility for keeping pager and cell phone interruptions to a minimum. Use of laptops in class is highly encouraged as long as used for note taking purposes. It will be assumed that students will use laptops in a professional and ethical fashion.

VIII. Policy on Academic Dishonesty and Plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic honesty. Other actions may also be recommended and/or taken by the college to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using

APA style format (or as approved by the Instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you <u>must</u> set the quote in quotation marks <u>or</u> use an indented quotation form. For all direct quotes, you must include the page number (s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must <u>clearly</u> indicate that this is a direct quotation. Please consult the current APA Manual for further information.

Academic dishonesty includes using <u>any</u> other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see Instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

IX.   Consultation

Students are encouraged to consult with the Professor, especially as it pertains to student's performance in the course. Professor's office is located in room 204 of the Social Work Building. Professor's email address is slopez@uh.edu and office phone is 713-743-8104.

X.   Americans with Disabilities Statement

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

CLASS PRESENTATION

OBJECTIVE
The objective of this assignment is to assist students in gaining further knowledge about social work practice with clients experiencing unique crisis situations. Students will have the opportunity to participate in a small group and will select 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 Professor for approval.

AREAS OF FOCUS
This assignment is designed to challenge students to become "experts" in a crisis area of their choice. Presentations will include—

1. comprehensive review of the literature on the selected crisis area;
2. development of a framework for understanding the unique characteristics of the crisis;
3. development of a case vignette illustrating the chosen area;
4. exploration of crisis treatment considerations for helping these persons in crisis;
5. discussion of ethical, clinical, and cultural issues relevant to this area;
6. discussion of the implications for social work practice; and
7. an overview of professional self-care issues for social workers working in this field of work, that is, how they may be impacted by the work and what safeguards should be implemented to prevent negative consequences of helping.

Students are required to develop a well coordinated and professional power point presentation of approximately 45 minutes. Each group member should play an active and consistent part in all aspects of the project from research, development, and presentation. Creativity in the presentation is encouraged.

PRESENTATION HANDOUTS
As part of class presentation, students will prepare handouts to be shared with Professor and entire class. Handouts may include key information about assessment and intervention strategies in selected crisis situation, 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. Handouts are worth 10% of the course grade and will be graded on the content, organization, and usefulness.

EVALUATION
This class presentation is worth 30% of student's total grade. Evaluation will be based on individual as well as group performance in the following areas—

1. the extent and quality of research on selected topic area;
2. the ability to address the issue in an in-depth fashion;
3. the ability to develop an effective case vignette;
4. presentation style—ability to engage and hold class interest, organization, creativity, and clarity;
5. overall knowledge and connection of subject matter to crisis intervention theory; and
6. exploration of the impact of this crisis work on social workers & self-care strategies.

XI.   SOCW 7365: CRISIS INTERVENTION OUTLINE & READINGS

August 29   Introduction & Overview of the Course
                   Preparation of Class Presentation
                   Reflections about Crisis & Crisis Intervention – What do you know?

September 5	**CRISIS INTERVENTION THEORY &APPLICATION (Part I)**
	James – Ch. 1 – Approaching Crisis Intervention
	Ch. 2 – Culturally Effective Helping
	Ch. 3 – The Intervention and Assessment Models
	Cunningham, M. (2004). Teaching social workers about trauma: Reducing the risks of vicarious traumatization in the Classroom. **Journal of Social Work Education,** 40 (2), pp. 305-317.

September 12	**CRISIS INTERVENTION THEORY & APPLICATION (PART II)**
	James – Ch. 1, 2, 3 (continued)
	Ch. 4 – The Tools of the Trade
	Ch. 5 – Crisis Case Handling
	Ch. 6 – Telephone and On-Line Crisis Counseling

September 19	**POST TRAUMATIC STRESS DISORDER**
	James – Ch. 7 – Post Traumatic Stress Disorder
	National Center for PTSD www.ncptsd.va.gov/ncmain/providers (Review website especially mental health providers section)
	Proposed Presentation Proposals Due via Blackboard Vista

September 26	**THE CRISIS OF SUICIDE/GRIEF & LOSS**
	James – Ch. 8 – Crisis of Lethality
	Ch. 12 – Personal Loss
	American Association of Suicidology www.suicidology.org (Review website for resources and information)

October 3	**MID-TERM CRISIS EXAM (Blackboard Vista 6 – 9pm)**
	(Text – Chapters 1-6 and lectures)

October 10	**ASSAULT & VIOLENCE (Guest Lecture)**
	James – Ch. 9 – Sexual Assault
	Ch. 10 – Partner Violence

October 17	**CHEMICAL DEPENDENCY/CRISES IN SCHOOLS (Guest Lectures)**
	James – Ch. 11 – Chemical Dependency
	Ch. 13 – Crises in Schools

October 24	**CRISES IN HUMAN SERVICES (Guest Lecture)**
	James – Ch. 14 – Violent Behavior in Institutions
	Ch. 15 – Crisis/Hostage Negotiation

October 31   **IMPORTANCE OF SELF-CARE IN CRISIS WORK**
James – Ch. 16 – Human Service Workers in Crisis

November 7   Class Presentations

November 14   Class Presentations

November 21   No Class – Thanksgiving

November 28   Class Presentations

December 5   **DISASTER RESPONSE**
James – Ch. 17 – Disaster Response

Review PFA Model
Submit 6 hr PFA Online Course Certificate

Course Wrap-up/Course Evaluation

XII.   BIBLIOGRAPHY

Bell, H. (2003). Strengths and secondary trauma in family violence work.
   Social Work, Volume 48, Number 4, pp. 513-522.

Bell, H., Kulkarni, S., & Dalton, L. (2003). Organizational prevention of
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   Human Services,** Volume 84, Number 4, pp. 463-470.

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   approach to resilience and transformation (SMART): A body-mind-spirit approach
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   outreach services to urban African Americans. **Health and Social Work,**
   Volume 28, Number 1, pp. 74-79.

Cunningham, M. (2003). Impact of trauma on social work clinicians: Empirical
   findings. **Social Work,** Volume 48, Number 4, pp. 451-459.

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   of vicarious traumatization in the classroom. **Journal of Social Work
   Education,** Volume 40, Number 2, pp. 305-317.

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   secondary trauma. **Journal of Social Work Education,** Volume 36, Number 1,
   pp. 27-38.

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   Instructional Psychology,** Volume 32, Number 1, pp. 45-48.

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   stress disorder in those who treat the traumatized.** New York: Brunner/
   Mazel.

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