



COURSE TITLE/SECTION: SOCW 7365/16841 Crisis Intervention Fall 2014

TIME: Wednesday, 6:00pm – 9:00pm

FACULTY: Vanessa Shippard

OFFICE HOURS: Tuesday – Friday 8:30–4:30pm
RM. 424 Email for appt.

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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 Objectives

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: schools, workplace (e.g., violence & hostage-taking)
7. Burn-out among crisis workers
8. Evaluating the outcome of crisis intervention

IV. Course Structure

Classes will be a combination of lecture, discussion, role play, case interviews, and audio/visual media. Lecture content will serve primarily to clarify questions or issues from assigned readings and assignments. Students are expected to integrate theories into practice through role play, live interviews, clinical exercises and practice evaluation. Quizzes will be completed and graded in class.

V. Textbooks

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

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. Timely completion of all required readings/videos will assist students' thoughtful participation in class discussion and enhance understanding and application of crisis intervention skills. It is critical that students remain current with reading assignments to fully participate in class discussions.

B. Class Presentation

GROUP 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 be assigned a crisis area for exploration.

The group project will begin early in the semester allowing students time to complete meaningful research of their crisis area. Modeling presentations of professional conferences.

AREAS OF FOCUS

This assignment is designed to challenge students to become “experts” in the assigned crisis area to 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. Each group member should play an active and consistent part in all aspects of the project from research, development, and presentation.

*** Each group will have one full class night to present. (Presentation must be at least 2 hours) The group must formulate a **written Intervention Plan** in their selected area***

Creativity in the presentation is encouraged, to include role play, speakers and handouts.


GROUP FOLDER/Checklist

GROUP TOPIC: _____

GROUP MEMBERS:

EACH GROUP WILL BE PROVIDED WITH A FOLDER. THE FOLDER MUST BE TURNED IN WITH THE FOLLOWING CHECK LIST (date for submission will be discussed in class). Students are encouraged to be creative with their group folder.

_____: A list of all the names of the students in the group.

-  To include a heading:
 - Title of your Crisis Intervention.
 - Date of Presentation.

_____: A work distribution chart describing who was responsible for what tasks.


_____: One copy of all handouts.

_____: Disc or Flash Drives with all videos.

_____: A list of all resources used to gather data.

-  Including all persons/agencies names, addresses and phone numbers.

_____: Guest Speaker Info:

-  Include a brief bio of the speaker, with a digital picture of the speaker included. Will need to have a copy for the class the day of your presentation.

_____: Copy of Intervention Plan to include description of the client, the crisis, assessments and intervention used with the client.

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 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.

BONUS: 10 points will be given for guest speakers who are versed in the group's topic. Speakers will be limited to 30 minutes. Group must provide instructor information on the speaker, one week prior to the group's presentation.

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 crisis. Attendance and class participation are critical to the successful learning in this practice course. Both will be observed and recorded.

D. Pop Quizzes

Students can expect closed book pop quizzes on the assigned readings on a regular basis. These will generally be given at the end of class. Quizzes cannot be made up.

VII. Evaluation and Grading

A. Grades will be assigned on the following basis:

Class Attendance & Participation	20%
Quizzes	20%
Class Presentation	50%
Presentation Handouts	10%

B. The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A = 96-100% of the points	C+ = 76-79.9%
A- = 92-95.9%	C = 72-75.9%
B+= 88-91.9%	C- = 68-71.9%
B = 84-87.9%	D = 64-67.9%
B- = 80-83.9%	F = Below 64%

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 grades of I (Incomplete): Provided something about incompletes is included in all syllabi the specific content is not mandated to be from GPS bulletin.

IX. 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 dishonesty. 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 must set the quote in quotation marks or 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 clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any 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 any 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.

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.

DATES

TOPICS

**READING & ASSIGNMENTS
DUE**

(all reading assignments & papers are to be completed the week prior to date of discussion)

<p>August 27 Week - 1</p>	<ul style="list-style-type: none"> ➤ Introduction & Overview of the Course ➤ Preparation for Group Presentation ➤ Open discussion about Crisis & Crisis Intervention: <i>What do you know?</i> 	<ul style="list-style-type: none"> ▪ James – Ch. 1: Approaching Crisis Intervention. ▪ Research a culture & prepare a ½ to 1 page typed paper on how that culture deals with a crisis (choose 1 crisis), include the resources they use, including professional help. ▪ <u>Be prepared to discuss Ch. 1 readings and paper due on 9/3/14.</u>
<p>Sept. 3 Week – 2</p>	<p>CRISIS INTERVENTION THEORY & APPLICATION</p> <ul style="list-style-type: none"> ➤ James – Ch. 1: Discussion: Approaching Crisis Intervention ➤ Culture Paper Due ➤ Selection of Groups ➤ Pop Quiz 	<ul style="list-style-type: none"> ▪ James – Ch. 2: Culturally Effective Helping. ▪ <u>Prepare to discuss on 9/10/14</u>
<p>Sept. 10 Week – 3</p>	<ul style="list-style-type: none"> ➤ James – Ch. 2: Discussion: Culturally Effective Helping. ➤ Pop Quiz ➤ Video 	<ul style="list-style-type: none"> ▪ James – Ch. 5 Crisis Case Handling ▪ James – Ch. 15: Violent Behavior in Institutions & Crisis/Hostage Negotiation ▪ <u>Be prepared to discuss on 9/17/14</u>
<p>Sept. 17 Week - 4</p>	<ul style="list-style-type: none"> ➤ Guest Speakers: Deputy Jeremiah Johnson (Brazoria County Sheriff’s Dept.) 	<ul style="list-style-type: none"> ▪ James – Ch. 3: The Intervention and Assessment Models ▪ <u>Be prepared to discuss on 9/24/14</u>
<p>Sept. 24 Week - 5</p>	<ul style="list-style-type: none"> ➤ James – Ch. 3 Discussion: Intervention and Assessment Models ➤ Class exercise on Intervention and Assessment 	<ul style="list-style-type: none"> ▪ James – Ch. 4: The Tools of the Trade.
<p>Oct. 1 Week – 6</p>	<ul style="list-style-type: none"> ➤ CPS Intake and Process ➤ Field Trip: Class will meet at 6pm @ the Youth Service Center located at 6300 Chimney Rock – Houston, TX. Ph. (713)295-2500 	<ul style="list-style-type: none"> ▪ Readings and Research on Group Project.
<p>Oct. 8 Week – 7</p>	<ul style="list-style-type: none"> ▪ Students will use class time to meet with their groups to work on group presentation. ▪ No class 	<ul style="list-style-type: none"> ▪ Readings and Research for group presentations

Oct. 15 Week – 8	<ul style="list-style-type: none"> ▪ Students will use class time to meet with their groups to work on group presentation. ▪ No class 	<ul style="list-style-type: none"> ▪ Readings and Research for group presentations
Oct. 22 Week – 9	<ul style="list-style-type: none"> ➤ Group 1 – Presentation ➤ Detective Cecil Arnold (Pearland Police Dept.) 	<ul style="list-style-type: none"> ▪ James - Ch. 5: Crisis Case Handling ▪ James - Ch. 13: Crisis in Schools
Oct. 29 Week – 10	<ul style="list-style-type: none"> ➤ Guest Speakers - Christina Rector & Melonie Johnson (Adult Protective Services) Topic: Crisis Case Handling ➤ Guest Speaker – Bert Bilton (School Principal) Topic: Crisis in Schools ➤ Group 2 – Presentation 	<ul style="list-style-type: none"> ▪ Readings and Research for Group Presentation and Individual Papers.
Nov. 5 Week – 11		<ul style="list-style-type: none"> ▪ James – Ch. 6 ▪ Work on Individual Paper and Group Folder
Nov. 12 Week – 12	<ul style="list-style-type: none"> ➤ Group 3 – Presentation 	<ul style="list-style-type: none"> ▪ James – Ch. 8 ▪ Work on Individual Paper and Group Folder
Nov. 19 Week – 13	<ul style="list-style-type: none"> ➤ Group 4 – Presentation 	<ul style="list-style-type: none"> ▪ James – Ch. 12 ▪ Work on Individual Paper and Group Folder
Nov. 26 Week - 14	<ul style="list-style-type: none"> ➤ Students will use class time to finalize all Group Folders and complete all Individual Papers 	<ul style="list-style-type: none"> ▪ No reading assignments
Dec. 3 Week - 15	<ul style="list-style-type: none"> ➤ Group Folders and Individual Papers are due. ➤ Wrap up session 	<ul style="list-style-type: none"> ▪ End of semester