I. **Catalogue Description**
Meaning of crisis to client systems and social work practitioners; principles guiding rational decision to intervene at the point of “critical incident.”

II. **Course Overview**
Social workers are frequently called upon to intervene in various crisis situations, either at the point of the crisis event or in the aftermath. This is an advanced generalist practice course that crosses the three advanced practice focus areas. The course teaches a model and techniques for assessment, initial intervention, and follow-up with individuals, families and groups in high stress situations requiring immediate crisis intervention. The model and techniques will be applied to various emergency situations that may involve threats or acts of suicide, threats of serious injury or homicide, serious symptoms of mental illness that require urgent response, sexual assault and other traumatic events, partner violence, and bereavement and grief issues. Additional topics include crisis in the human services workplace, violence and crises in the schools and community and crisis worker burnout.

The class will explore ethical issues surrounding intervening in crisis situations. We will also attend to how issues of marginalization and oppression, as well as strengths and resiliency factors, affect crisis intervention with people of color, gay, lesbian, bisexual and transgender individuals, women, and others who experience social, economic and political disenfranchisement.

III. **Course Competencies and Practice Behaviors**
Successful completion of this course implies that students will have progressed towards achieving some of the core social work competencies by demonstrating the following practice behaviors:

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignments measuring behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2 Apply social work ethical principles to guide professional</td>
<td>*Evaluate ethical dilemmas related to problems and issues in the area of Mental Health practice. *Weigh values, principles of ethical decision-making,</td>
<td>*2, 3, 4 and 5 *2, 3, 4 and 5</td>
</tr>
</tbody>
</table>
practice. and the NASW$^1$ code of ethics in order to address ethical dilemmas related to practice in mental health.

<table>
<thead>
<tr>
<th>2.1.3 Apply critical thinking to inform and communicate professional judgments.</th>
<th>*Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to the Mental Health area. *Identify and evaluate models of assessment, prevention, intervention, and evaluation that are appropriate to the area of Mental Health. *Utilize effective communication skills with diverse communities, constituencies, and multi- and inter-disciplinary colleagues in mental health practice.</th>
<th>*2, 3, 4 and 5 *2, 3, 4 and 5 *2, 3, 4 and 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.4 Engage diversity and difference in practice.</td>
<td>*Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the area of Mental Health. *Demonstrate knowledge and skills to practice without discrimination, and with respect toward people of diverse backgrounds. *Actively engage diverse clients, groups or organizations to promote solutions based on diverse conceptualizations of social problems in the area of Mental Health.</td>
<td>*2 and 3 *2 and 3 *2 and 3</td>
</tr>
<tr>
<td>2.1.5 Advance human rights and social and economic justice.</td>
<td>*Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to mental health.</td>
<td>*2 and 3</td>
</tr>
<tr>
<td>2.1.6 Engage in research-informed practice and practice-informed research.</td>
<td>*Demonstrate ability to evaluate practice in the area of Mental Health. *Translate practice knowledge in order to contribute to scientific inquiry. *Critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the area of Mental Health.</td>
<td>*2 and 3 *2 and 3 *2 and 3</td>
</tr>
<tr>
<td>2.1.7 Apply knowledge of human behavior and the social environment.</td>
<td>*Evaluate and apply knowledge of human behavior and the social environment to choose methods of assessment, intervention, and evaluation most appropriate to the area of Mental Health’s problems and populations.</td>
<td>*2, 3, 4 and 5</td>
</tr>
<tr>
<td>2.1.9 Respond to contexts that shape practice.</td>
<td>*Assess the impact of historical and contemporary contexts on mental health practice and policy. *Engage in leadership roles in the area of Mental Health.</td>
<td>*4 and 5 *4 and 5</td>
</tr>
</tbody>
</table>
In meeting the CSWE competencies and practice behaviors noted above,

1. Students will learn a theory and model of crisis assessment & intervention, characteristics and stages of crises, and will be able to develop effective interventions with clients in crisis;
2. Students will learn specific assessment & intervention skills in situations where there is risk of suicide or homicide;
3. Students will gain skills in assessing mental status and overall functioning, and learn crisis strategies that flow from this assessment;
4. Students will further their awareness of ethics and values that guide crisis intervention practice, and discuss situations in which important values appear to collide;
5. Students will enhance their understanding of the impact of marginalization and oppression experienced by people in our community and the how this affects crisis intervention practice;
6. Students will become able to develop crisis intervention plans that are culturally competent and attend to clients’ strengths and resiliency factors.

Students are expected to further their critical thinking skills. This implies an orderly process of collecting information, evaluating information, synthesizing disparate or partial information, and withholding conclusions until adequate information and the ability to pursue unanswered questions is available—a particular challenge in emergency situations.

In-class role plays will provide opportunities to learn, practice and build skills to perform crisis assessments, risk assessments, crisis safety planning, and other crisis intervention plans. We will have speakers present on topics related to the theme of the class.

In order to achieve the course objectives, students will need to attend all classes, read the assigned material thoughtfully and thoroughly, and be prepared to contribute to class discussions by bringing questions, concerns, and practice experiences to share in class. Sharing of practice experience must be done in a way that is respectful to the client and maintains the client’s confidentiality. We will take care to use “person-first” language, e.g., “a person with bipolar disorder” rather than “a bipolar person.” This is not just semantics, but rather represents an ecological framework and a holistic approach that supports a person’s recovery and healing.
CLASS TOPICS & ASSIGNMENT SCHEDULE

Week 1: 1/17/2017
Orientation and Introduction, Introduction to self-compassion
Objectives: Introductions, review syllabus and course objectives. Discuss students’ goals for the course and experience levels. Establish ground rules and expectations for professional participation.

- Please carefully read the syllabus and come to class with questions.

Week 2: 1/24/2017
Crisis Intervention Theory
Objectives: Establish conceptual framework for crisis intervention.

- James & Gilliland, Ch. 1 “Approaching Crisis Intervention” & Ch. 2 “Culturally Effective Helping”

Week 3: 1/31/2017
Crisis Intervention Skills
Objectives: Learn a model for assessment and initial intervention, and build skills.

- James & Gilliland, Ch. 3 “The Intervention and Assessment Models”

Week 4: 2/7/2017
Crisis Intervention Skills, continued
Objectives: Continue building crisis assessment and initial intervention skills.

- James & Gilliland, Ch. 4 “The Tools of the Trade”

Week 5: 2/14/2017
Crisis Case Management
Objectives: Overview of how crises are handled, and differences between crisis intervention and longer term social work involvement.

- James & Gilliland, Ch. 5 “Crisis Case Handling” & Ch. 6 “Telephone & Online Crisis Counseling”

Week 6: 2/21/2017
Crisis Response: Mental Health Evaluation in the Emergency Department
Objectives: Explore complexities in assessment of mental health in a crisis situation as well as how providers can protect themselves from vicarious trauma.

Guest Lecture: Heather Hagen, LCSW Social Work Supervisor at UnityPoint Meriter

- James & Gilliland, Ch. 16 “Human Services Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue”
Week 7: 2/28/17

Post-traumatic Stress Disorder and Secondary Trauma
Objectives: Explore the impact trauma and Post traumatic stress disorder has on responses to stressful and crisis situations. Consider the impact of trauma and crisis work on human services providers.

- James & Gilliland, Ch. 7, “Posttraumatic Stress Disorder” pages 156-163; 188-196
- James, Ch. 12 “Personal Loss: Bereavement and Grief” pages:

Recommended:


Week 8: 3/7/17

Crisis Interventions and Interpersonal Violence
Objectives: Explore definitions of interpersonal violence and the complexities of violence within both the mental health community as well as how to delicately assess issues of partner violence in a crisis situation.

Guest Lecture: Sarah Grob, APCSW DAIS
- James & Gilliland, Ch. 10 “Partner Violence”

Week 9: 3/14/17

Journal Club (Part 1)

Crisis of Lethality: What makes someone Suicidal? (Part 2)
Objectives: Begin learning how to work with people who present risk for lethal behavior.


Week 10: 3/21/17

Spring Break

Week 11: 3/28/17

Uncovering Suicidal Ideation
Objectives: Learn strategies and skills for eliciting information from the suicidal client.


**Week 12: 4/4/2017**

**Collaborative Assessment and Management of Suicidality (CAMS)**

Objectives: Explore the evidenced based practice of CAMS and practice how to implement this in acute crisis interventions

- Jobes, D., : Collaborative Assessment and Management of Suicidality Chapters 1 and 2 and Appendix A.

**Week 13: 4/11/2017**

**Recognizing and Responding To Suicide Risk (RRSR), Counseling on Access to Lethal Means (CALM) and Columbia Suicide Severity Rating Scale (CSSRS)**

Objectives: Explore the evidenced based practice of RRSR, the implementation on counseling on access to lethal means, and practice with implementation of the CSSRS in assessing suicidality in crisis situations

- Posner, K. Columbia Suicide Severity Rating Scale
- CALM materials
- RRSSR Materials

**Week 14: 4/18/2017**

**Suicide Risk Assessment Role Plays**

**Week 15: 4/25/2017**

**Crisis Intervention and Substance Abuse**

Objectives: Review complexities of crisis interventions when clients and struggle with co-occurring disorders.

*Guest Lecture: Valerie Burns, LPC-IT, SAC-IT*

- James, Ch. 11 “Chemical Dependency: Crisis of Addiction”

**Week 16: 5/2/2017**

**Sharing Research Findings; Course Review and Evaluation**

In our final class, students will be asked to informally share one or two findings from their research paper with their peers. We will do a brief review of the course to wrap up, and course evaluations.

**V. Required Texts and Reading Materials**

(Required texts will be on reserve in the Social Work Library and all other required reading material/articles will be found on Learn@UW course site.)

VI. Evaluation of Competencies & Practice Behaviors: Assignments, Grading and Methods

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Attendance &amp; Participation</td>
<td>Weekly</td>
<td>15</td>
</tr>
<tr>
<td>1. Reflection Paper</td>
<td>2/4/2017</td>
<td>10</td>
</tr>
<tr>
<td>2. Journal Club</td>
<td>2/28/17, 3/7/17, and 3/14/2017</td>
<td>15</td>
</tr>
<tr>
<td>4. Role Play</td>
<td>4/18/2017</td>
<td>25</td>
</tr>
<tr>
<td>5. Role Play Self Reflection</td>
<td>5/2/2017</td>
<td>10</td>
</tr>
</tbody>
</table>

**Weekly Class Attendance and Professional Participation**

15 points

Professional participation involves a range of expectations regarding classroom behavior and preparation for class. **Professional behavior is expected from all students.** There is no artificial separation between professional work and classroom behavior. Professionalism includes being prepared and present in every class. It includes arriving on time. **My policy is to deduct a point each time you are late to class.** If you arrive to class after we have started, you can assume you will be deducted 1 point unless we have discussed the reason for your late arrival and it is deemed unavoidable.

Participation is measured by amount and quality. Quality participation includes critical self-reflection, providing support and feedback to peers as appropriate, as well as seeking feedback and consultation from peers. You are expected to demonstrate an ability to listen to and ask questions of your peers in a respectful, thoughtful manner consistent with the values of social work. Students should demonstrate curiosity, an ability to examine assumptions, values and practice challenges, and the ability to contribute to a shared space in which it is safe to do so. Those whose participation clearly demonstrates having completed readings and other assignments, the ability to integrate social work concepts with field and other experiences, AND the ability to fully engage in problem solving and other exercises (role plays, group discussions) will earn high marks in this area. Please keep in mind that quantity does not equate quality. Each
student is encouraged to self-monitor your participation to ensure you are an active member of the classroom, while also allowing opportunity and space for all students to participate.

Participation can be challenging for some students. Please see the instructor EARLY in the semester if you need any assistance in this or any other areas. Difficulties in this area should be viewed as an opportunity for growth and professional development. Assignments and in-class activities are designed to support this.

1. **Reflection Paper**

   **10 points**
   
   **Due:** **February 4th**

   *Read the assigned materials carefully in order to fulfill the assignment. Papers must be handed in on the due date prior to the start of class via the Learn@UW course dropbox.*

   Reflecting on the ethics reading and discussion from 1/24/17, write about at least two things that are of potential value or relevance to your practice. What stands out to you from the readings? How will you go about resolving ethical dilemmas that arise in crisis intervention practice?

   This paper should be 3-5 pages. Write the paper as if the reader has not read the materials. This paper should be written as an academic paper with proper spelling, grammar and APA citations when you reference the reading.

   You should begin the paper with an introduction and end with a conclusion. Do not approach this reflection paper as you might a journal entry in which you compose your thoughts in the paper as they come to you. This must be a polished and sophisticated academic paper. Grading will be based on evidence of thoughtful consideration of assigned course material, class discussion and personal/professional experience and also on attention to grammar, spelling, organization, clarity and jargon-free writing.

   **Grading Rubric**

   | Professional, academic writing in APA format with introduction, conclusion and correct citations | 3 |
   | Thoughtful reflection that demonstrates critical thinking, a cohesive discussion and the integration of readings, class discussion and personal/professional experience | 4 |
   | Sophisticated incorporation of material from the readings into discussion | 3 |
   | **Total** | **10** |

2. **Journal Club**

   **15 points (3 for article selection, 9 for presentation to group, 3 points for reviewing peers)**
   
   **Due:** **Topic due 2/27/17**
   
   *Article due to instructor/group by 3/7/17*
   
   *Present to group on 3/14/17*

   In an effort to engage in evidenced-based practice and practice-informed research, as well as to disseminate knowledge, students will engage in this assignments this semester that demonstrate competence in this area.
Students will select a crisis intervention practice with a population that may be underserved or poorly served, such as people who live in rural areas, people of color, elders, individuals who are gay, lesbian, bisexual or transgender, and children and/or adolescents.

Students must select their topic and submit it to the instructor via email **by Monday, February 27th**. Your topic may be listed as a sentence unless it needs further description. **For example “My topic will be crisis intervention with clients who require language interpretation services.”**

The instructor will review the topics and may request some students select a slightly different focus area if there is too much duplication among selected topics and then the instructor will assign the students to small groups.

Students will engage in a review of the literature to identify peer-reviewed articles pertaining to their topic. Students will select one article to present to their small group and **email the article to the instructor by Monday, March 6th**

On **March 7th**, the instructor will distribute the corresponding articles to the assigned groups. Students will be responsible for reviewing the articles of the peers in their small group.

On **March 14th**, each group member will present the article to their small group on during journal club. Each student will have 15 minutes to present their journal article to their small group, followed by five minutes for questions and discussion.

Members of the small group will score their peer’s presentation on their ability to provide a concise overview of the article’s major concepts, central argument or hypothesis, method, findings and areas for further inquiry and research. **Group members should review all articles being presented and come prepared with questions for discussion.**

The instructor will review all scoring sheets before returning them to the presenter for review. The instructor will pay attention to the quality of feedback, both positive and critical, provided by each student. Students will receive up to 3 points for the quality of their feedback. Points will be deducted if students provide minimal to no feedback.

<table>
<thead>
<tr>
<th>Presenter Name:</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Name:</td>
<td></td>
</tr>
</tbody>
</table>
| Aspects of Article Presentation review | 0= poor/did not address  
                           1= unsatisfactory  
                           2= adequate/satisfactory/sufficient  
                           3= exceptional |

Concise overview of the article’s primary focus and hypothesis, demonstrating a sophisticated grasp of the content

Summary of general
### 3. Research Paper

**25 Points**

*Due: April 11th*

Using your chosen topic from journal club, you will engage in a thorough review of existing literature in this area and compose a research paper. You will need to develop a thesis for your paper. You may choose an angle or point that you are arguing/supporting using current research, or explore and explain the applicability of this research to your current or future practice. Papers should be 8-10 pages in length (excluding a title page & reference list), utilizing one-inch margins and fonts no larger than 12 pts. They should include the following:

1. **Introduction including a thesis statement.**

2. **Introduce the reader to the topic as if the reader is unfamiliar with this topic.** Provide a summary of relevant information related to this topic. Incorporate 4 or more readings/articles pertinent to your discussion. Your discussion might include an analysis of the strengths and weaknesses of the readings, their relevance or generalizability to crisis intervention practice for the population chosen, and/or how your findings inform crisis intervention practice. Be sure to discuss questions and considerations for further research.

3. **Importantly, provide an argument in support of your thesis statement related to this topic.** For example, you might choose to argue the need for more extensive research looking into the unique needs of transgender youth in crisis, or you might explore the effectiveness of police in crisis interventions with mental health. The choice is yours, but you must be able to support your point of view with evidence.

Additional areas for discussion might include:
- Access/obstacles of this population to crisis services
- Cultural beliefs pertaining to suicide, violence, mental illness
- Cultural beliefs pertaining to help-seeking
- Characteristics or demographics that may increase vulnerability
- Availability, or lack thereof, of support system
- Availability of formal and informal resources
• Ideas (your own, or gleaned from the articles you have chosen) for improving crisis services for the population chosen

4. Conclude your paper with a summary of your work and closing statements of future application, etc.

Provide a complete reference list using APA format. Do NOT use headers for this assignment. Guidelines for APA citation standards can be found on the Writing Center’s website: http://www.wisc.edu/writing/Handbook/DocAPA.html

Students are encouraged to make use of the University Writing Lab for this assignment. Please review the Writing Lab’s information here to avoid intentional or unintentional plagiarism: http://writing.wisc.edu/Handbook/QPA_plagiarism.html

Grading Rubric:

<table>
<thead>
<tr>
<th>Clear Introduction and Thesis Statement</th>
<th>2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed and sophisticated discussion of the topic area, including incorporation of relevant findings from the literature</td>
<td>5 points</td>
</tr>
<tr>
<td>Effective use of evidence from the literature to develop a clear, cohesive argument supporting your thesis statement</td>
<td>7 points</td>
</tr>
<tr>
<td>Discussion of questions and considerations for future study</td>
<td>5 points</td>
</tr>
<tr>
<td>Paper organization</td>
<td>2 points</td>
</tr>
<tr>
<td>Grammar/Spelling</td>
<td>2 points</td>
</tr>
<tr>
<td>Correct Citations and reference list</td>
<td>2 points</td>
</tr>
<tr>
<td><strong>Total Points out of 25</strong></td>
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</tbody>
</table>

4. Suicide Assessment Role Play

15 points

Due: April 18th, 2017

Working in pairs, students will have the opportunity to demonstrate suicide risk assessment skills, techniques and knowledge acquired throughout the semester via a role play. Students will be placed into groups of three during class. Students will take turns role-playing the “worker” conducting a suicide risk assessment with a “client.” The other student will observe the role play, provide feedback and score the worker’s performance of specific skills. The client will also provide feedback and score the worker’s performance. The worker will later be required to engage in a critical self-assessment of their performance.

The observer, the client, and the worker’s observations and evaluations will be a factor in the grade of the student.

In case there is not an even number of students, the instructor will make changes as needed to group composition. A rubric will be provided for the grading, as well as the feedback between peers.
VII. Course Expectations

Students are expected to:

- Attend each session, actively participate in the in-class exercises and discussions.
- Read critically and thoroughly, and be prepared to contribute to discussions by bringing questions, concerns, and direct practice experiences to share in class.
- Maintain confidentiality with respect to any direct practice experiences shared in class.
- Be respectful of the instructor and other class members – a diversity of views and opinions may be articulated during discussions.
- Respect also includes refraining from cell phone use and laptops only being used in class for note taking.
- If issues or barriers that impede learning arise, students are expected to bring these to the attention of the instructor.
- Share your knowledge and experience as this will enhance the learning of your colleagues.
- If a student has a disability that may require accommodation to complete the course expectations, please discuss this with the instructor as soon as possible.

Instructor expectations:

- Co-create a classroom environment that facilitates learning.
- Assure that course objectives are being met.
- Be available to address student questions through emailed correspondence and office hours.
- Give reasonable guidance on preparing for any assignments.

VIII. Course Policies

Non-Discrimination Policy: All students will be treated in accordance with federal and state laws prohibiting discrimination on the basis of sex, race, national origin, disability, sexual preference, age and religion. No assignments will be due on major religious holidays.

Disabilities Accommodations
The University of Wisconsin-Madison supports the right of all enrolled students to a full equal educational opportunity. The Americans With Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students who are registered with the Disability Resource Center must give or send me a copy of their VISA within the first two weeks of the semester so that accommodations can be made for the student. Please contact me via email with more questions or concerns.

Standards of Conduct: Professional responsibility, ethical behavior and integrity are central principles of the social work profession. Students are expected to conduct themselves in accordance with the standards of the School of Social Work, the University and the National Association of Social Workers (NASW). Plagiarism and other forms of cheating will be disciplined according to University procedures.

Attendance Policy: Students are expected to attend all scheduled classes and to arrive on time.

Promptness: Prompt arrival to all courses is required. Instructors may take actions they deem appropriate if a student is consistently tardy and also consider a significantly late arrival or early departure as an absence.

Absence: To ensure a quality educational experience, students must attend and participate in classes.

1. Attendance will be taken at each class and students’ level of participation noted.
2. Excused & Unexcused Absences:
   - The second unexcused absence will result in a drop in the patient’s grade by one letter.
   - On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans.
   - Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences. The make-up work required will depend on the content missed and will require the student to demonstrate that they have read the readings, talked with classmates about what was missed and then think critically about the content.
   - Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival or early departure.
   - Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.

Inclement Weather Policy: If there is inclement weather across the program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled. If classes are not cancelled but an individual student concludes they cannot safely travel to reach the class site, the student must contact the instructor(s) regarding their plan to not travel and discuss alternative options.

Policy on Late Assignments: Assignments are due at the Learn@UW Drop Box on the designated date or provided to the lecturer in class on the day the assignment is due, unless otherwise noted. However, sometimes unforeseen circumstances arise and it may be necessary for students to submit work later than the due date. If a student a) communicates with me prior to the due date, b) provides a reasonable explanation as to why the work is late, and c) we come to an agreement about a different deadline, a late submission may be permitted. Otherwise, for every day the assignment is past the due date it will drop one letter grade.

Student-Instructor Communications: Course materials are posted at UW Learn platform https://learnuw.wisc.edu/ along with required and recommended readings, power point slides and additional handouts. Students are expected to visit the website to check for announcements, submit assignments and check grades. In addition, I will use email to send out course announcements and to alert students if there are handouts that they will need to print in advance of class.

http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf