Instructor: Amanda Ngola, Clinical Assistant Professor
Email: amanda.ngola@wisc.edu
Class Location: Van Hise Room 215
Credits: 2

Office Hours: By appointment
Contact Information: 608-265-4570
Class Time: 1:20pm – 3:15pm
Instructional Mode: Face-to-Face

Canvas Course URL: https://canvas.wisc.edu/courses/69266

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

Attributes and Designations: This course counts toward the 50% graduate coursework requirement
Requisites: FTP MSW

How credit hour is met: This course meets for one 115 minute class period each week and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for approximately 4 hours each week.

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 elective, 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 violence and crises in the schools and community, disaster mental health 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. Learning Outcomes: Competency Descriptions and Dimensions
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

In meeting the CSWE competencies and behaviors noted in Appendix A,

a. 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 from all backgrounds in crisis;

b. Students will learn specific assessment & intervention skills in situations where there is risk of suicide or homicide;

c. Students will gain skills in assessing mental status and overall functioning, and learn crisis strategies that flow from this assessment;

d. Students will further their awareness of ethics, values and cultural humility in ways that guide crisis intervention practice, and discuss situations in which important values appear to collide;

e. Students will enhance their understanding of the impact of marginalization and oppression experienced by people in our community and how this affects crisis intervention practice;

f. Students will become able to develop crisis intervention plans that are culturally relevant 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.
IV. Course Content

Week 1: 1/25/2017
Orientation and Introduction
Objectives: Introductions, review syllabus and course objectives. Discuss students’ goals for the course and experience levels. Establish ground rules and expectations for professional participation; discuss cultural humility, as well as self-care and compassion and its role in crisis intervention.

- Please carefully read the syllabus and come to class with questions.
- Please watch the introductory video on Cultural Humility and come with reflections. Found at: https://www.youtube.com/watch?v=SaSHLbS1V4w

Week 2: 2/1/18
Building a Foundation in Crisis Intervention
Objectives: Establish conceptual framework for crisis intervention from a generalist perspective including cultural responsiveness and ethical considerations.


Supplemental:

Discussion:
What are the main objectives in crisis intervention? In what ways might dominant/common crisis intervention theory and skills hinder cultural humility? What skills allow us to more effectively practice cultural humility in crisis situations? What are common legal/ethical considerations a crisis worker needs to keep in mind?

Week 3: 2/8/2018
Crisis Intervention Skills
Reflection Paper Due
Objectives: Learn models for assessment, engagement and initial intervention. Build skills.

suicidal African American women. *Professional Psychology: Research and Practice*, 40(2), 141-147. doi: [http://dx.doi.org.ezproxy.library.wisc.edu/10.1037/a0014566](http://dx.doi.org.ezproxy.library.wisc.edu/10.1037/a0014566)


**Discussion:**

How does a group intervention model compare to the individual assessment/intervention model identified in our readings? What are essential skills needed to be effective with those in crisis?

**Week 4: 2/15/2018**

**Crisis Intervention in Hospital Settings**

Objectives: Continue building crisis assessment, engagement and initial intervention skills, exploring knowledge and skills used in an Emergency Department.

**Guest Speaker: TBD**


**Week 5: 2/22/2018**

**Crisis in School Settings (Working with children in crisis)**

Objectives: Discuss common crisis situations, their management, and sociocultural influences in school and university settings. Identify best practices for assessment, engagement and intervention in working with children and youth in crisis situations.

**Guest Speaker: Jenny Braunginn, MSW**


**Week 6: 3/1/2018**

**Journal Article Discussion Posting Due**

**Crisis of Lethality: What makes someone Suicidal?**

**Guest Lecturer: Meghan Henderson, LCSW Meriter Adult Inpatient Psychiatry**

Objectives: Begin learning how to engage, assess and intervene with people who present risk for lethal behavior.


**Supplemental:**

Week 7: 3/8/18:
Uncovering Suicidal Ideation
Objectives: Learn strategies and skills for engaging and eliciting information from the suicidal client, including use of specific evidence-based assessment tools and safety planning methods (intervention).

  - Ch. 5 “Validity Techniques: Simple Tools for Uncovering Complex Secrets”
  - Ch. 6 “Eliciting Suicidal Ideation: Practical Techniques and Effective Strategies.”


Supplemental:

Week 8: 3/15/18
Disaster Mental Health Interventions
Objectives: Discuss disaster mental health and explore current best-practices in engagement, assessment, intervention and referral.


Supplemental:
Week 9: 3/22/18
Addressing Trauma and Grief
Objectives: Explore the impact trauma, and grief/loss have on client responses to crisis situations. Learn ways to engage, assess and intervene with these concerns.


Supplemental:

3/29/17 Spring Break

Week 10: 4/5/18
Research Paper Due
No reading.
In class viewing of the documentary film “Almost Sunrise”

Week 11: 4/12/18
Crisis Intervention with Veterans and Military Personnel
*Guest Speaker: Mike Crum, Veterans Education and Outreach Coordinator, Center for Suicide Awareness*
Objectives: Discuss how social workers can engage effectively with veterans in crisis, understand cultural implications (assessment) as well as resources and benefits (intervention) to best assist this growing population.

*Guest Speaker: Mike Crum, MSW Veterans Education and Outreach Coordinator, Center for Suicide Awareness*


Week 12: 4/19/18
Suicide Risk Assessment Role Plays

Week 13: 4/26/18
Role Play Self-Assessment Due
Crisis Intervention and Interpersonal Violence
Objectives: Explore definitions of interpersonal violence as well as nuanced skills needed to assess these issues in crisis situations. Engagement and intervention skills will also be discussed.

Guest Speaker: Diara Parker, MSW Community Response Coordinator, End Abuse WI
Sara Flugum, MSW Shelter Staff Coordinator, DAIS

doi:http://dx.doi.org.ezproxy.library.wisc.edu/10.1080/01488376.2014.987943

Week 14: 5/3/18
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. Text and Reading Materials for the Course
(Required texts will be on reserve in the Social Work Library and all other required reading material/articles will be found on the Canvas course site.)


VI. Evaluation: Assignments, Grading and Methods

| Grading Scale |
|----------------|-----------------|
| Points | Grade | Point totals & subsequent grade generally indicates |
| 94-100  | A    | Outstanding, surpasses expectations |
| 88-93   | AB   | Surpasses expectations in many areas |
| 82-87   | B    | Meets expectations in all areas |
| 76-81   | BC   | Meets expectations in most areas, below in others |
| 70-75   | C    | Below expectations in most areas |
| 64-69   | D    | Below expectations in all areas |
| <64     | F    | Fails to meet minimum expectations in all areas |

<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>2/7/2018</td>
<td>10</td>
</tr>
<tr>
<td>2. Article Discussion Post</td>
<td>3/1/2108</td>
<td>15</td>
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</table>
Assignment Descriptions, Instructions and Grading Criteria:

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.

Reflection Paper
10 points
Due: February 8th
*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 Canvas course dropbox.*

Reflecting on the ethics reading and discussion from 2/1/18, 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** |

### Journal Article Discussion Post

**15 points**  
**Due: March 1, 2018**

In an effort to engage in evidenced-based practice and practice-informed research, as well as to disseminate knowledge, students will select a peer-reviewed article related to a particular 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. This topic may serve as the basis for the research paper due later in the semester.

Using the “Discussion” page in Canvas, student will have the opportunity to engage in online discussion by posting a summary of their chosen article and sharing their questions and cognitive and affective reactions to other students’ postings.

In your discussion post, please attach (or provide the hyper link to) the article you have chosen, using APA citations, and provide a concise overview of the article’s major concepts, central argument or hypothesis, method, findings and areas for further inquiry. In addition, please share your own impressions (critical thinking) of the material for example, including how it relates to work you are doing in the field, why you are interested in this topic, and/or how it might relate to information we have discussed in class. In addition to posting your own article summary, I would like you to contribute to the discussion by responding to two different student posts either by posing a question and what prompts your curiosity or sharing your cognitive/affective reactions to the research they have posted.

Grading will be based on evidence of thoughtful summarization of the article, including attention to grammar,
spelling, organization, clarity and jargon-free writing, as well as consideration of your cognitive and affective processes and personal/professional experience as it relates to your research article and that of two others.

**Grading Rubric:**

<table>
<thead>
<tr>
<th>Posting Content</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Article title is embedded in posting in APA style. Proper grammar, spelling,</td>
<td></td>
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<tr>
<td>organization, clarity and jargon-free writing are present.</td>
<td>3 points</td>
</tr>
<tr>
<td>Concise overview of the article’s primary focus and hypothesis, demonstrating</td>
<td>4 points</td>
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<tr>
<td>a sophisticated grasp of the content</td>
<td></td>
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<tr>
<td>Summary of general conclusions/outcomes from the study and comments on areas</td>
<td>4 points</td>
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<tr>
<td>for further study. Writer’s cognitive and affective reactions related to</td>
<td></td>
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<tr>
<td>personal and professional experience are identified.</td>
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<tr>
<td>Substantive questions or comments are posted on at least two other student</td>
<td>4 points</td>
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<tr>
<td>postings.</td>
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**Total out of 15**
Research Paper  
25 Points  
Due: April 5  

Using your chosen topic from journal article posting, 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 chose 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: https://writing.wisc.edu/Handbook/DocAPA.html

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

**Total Points out of 25**

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**Suicide Assessment Role Play**

**15 points**

**Due: April 19th**

Working in pairs, students will have the opportunity to demonstrate suicide risk engagement, assessment, and intervention 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.

**Suicide Assessment Role Play Reflection**

**15 points**

**Due: April 26, 2018**

The ability to reflect on an encounter with a client is an important learning strategy for all social workers, and being able to explore one’s “use of self” in crisis intervention is an important part of this process, as well.

The purpose of the self-reflection assignment is to reflect on your experience as the social worker engaging, assessing and intervening with your “client” by discussing, not only what you did in the session, but what you noticed happening inside of you and how the client interrupts this information.

Complete the five reflection questions below which can be in paragraph form (no more than a paragraph each). This assignment is for self-reflection purposes only and will not be graded on how well you did in the role play, but rather in what you noticed, and what you felt were successes and challenges for yourself in the process.
Self-Reflection Questions:

1. What were you thinking or feeling during this session? As best as you can recall, talk about how these thoughts and feelings might have impacted your work with your client?
2. How did you do in eliciting information related to someone’s suicidal thinking and planning? How could you build on this for future practice with clients?
3. Reflect on your evaluation of risk with the suicidal client. How did you involve your client in the process? Talk about what worked well, what was awkward and what you might do differently.
4. A huge part of being a social worker is seeing progress and success not only in our clients, but in our daily work. Share one success (or several) that you felt you did well in the role play.
5. Please share any additional thoughts or feelings about what you will fine tune or work on for future practice with clients.

Optional Extra Credit: Columbia Suicide Severity Rating Scale Online Training Certificate
5 points
Due: April 19th
The CSSR Scale is a scale used in healthcare, mental health, school and community settings to assess the severity of suicidality. It is vital that all social workers have the skill to assess client/patients/consumers for suicidality and know how to help get the individual to the appropriate level of care.
Instructions: Browse the website: http://cssrs.columbia.edu after browsing around the website to get familiar with the CSSRS, click on ‘Training’ and then ‘Training for Communities and Healthcare’. Scroll all the way down to the bottom of the page where there is a link for ‘certificates’. Click on ‘Training Campus’. Please follow instructions to register for the website. Please complete the following two trainings and print or screen shot your certificate: RFMG-Z01-Administration Training for the C-SSRS – Screener Version and RFMH-101- The Suicide Scale C-SSRS-English-USA. Please turn copies of the certificate to receive credit for the assignment.

VII. Course Policies
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 objective are being met.
- Be available to address student questions through emailed correspondence and office hours.
- Give reasonable guidance on preparing for any assignments.

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’ 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 Canvas 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 on the Canvas platform https://canvas.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.

Code of Ethics, Professional Conduct & Plagiarism:
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

Plagiarism:
The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, intentionally or not, will be disciplined according to University and School
policies.

**Technology in class:**
A minimal level of external distraction is essential to a productive learning environment. Mobile devices are not to be used in class and must be either silenced or turned off completely. Laptop and tablet computers may be used only for unobtrusive note-taking (and only if there are no complaints from other students). If you choose to use a computer in class for this purpose, you may not have a web browser open at any time.

**Incompletes:**
An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the semester. Evidence must be furnished that the work cannot be completed because of illness or other circumstances beyond the student’s control.
## Appendix A: Competency Description and Dimensions

<table>
<thead>
<tr>
<th>Competency and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.1 Demonstrate ethical and professional behavior</strong>&lt;br&gt;Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.&lt;br&gt;Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.&lt;br&gt;Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior.&lt;br&gt;Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams.&lt;br&gt;Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.&lt;br&gt;Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</td>
<td>Lecture, reading, assignments and discussion related to dimensions of ethics in crisis intervention practice. (K,S,V, C&amp;A)&lt;br&gt;Assignments: Reflection paper, Research paper, (K,S,V, C&amp;A)&lt;br&gt;Reading and small group activities exploring ethics and ethical decision-making in crisis intervention practice (K,S, V, C&amp;A)</td>
<td>Week 2&lt;br&gt;Pages 8, 11&lt;br&gt;Week 2</td>
</tr>
<tr>
<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong>&lt;br&gt;Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity.&lt;br&gt;They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</td>
<td>Lecture, reading and discussion related to cultural humility and dimensions of diversity and the delivery of services. (K, S, C &amp; A)&lt;br&gt;Videos, podcasts, and readings exploring cultural factors involved in crisis intervention and skills required to recognize them. (K, S)</td>
<td>Weeks 1, 2&lt;br&gt;Weeks 1-7, 11, 13</td>
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<td>Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</td>
<td>Assignment: Reflection Paper (K, S, V, C&amp;A) Journal Posting (K, S, C&amp;A) Research Paper (K, S, V, C&amp;A)</td>
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| **2.1.4 Engage In Practice-informed Research and Research-informed Practice**  
Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.  
Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice. | Assignment: Research Paper (K, V, S, C&A) Journal Posting (K, S, C&A) CSSRS training and certificate (K, S, C&A) | Page 11 Page 9 Page 13 |
| **2.1.6 Engage with Individuals, Families, Groups**  
Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships.  
Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They | Lectures, readings, videos and small/large group discussions related to skills and knowledge in facilitating engagement with individuals, families, and groups. (K, S, V, C&A)  
In class activity: Suicide Assessment Role Plays (K, S, V)  
Assignment: Suicide Assessment Reflection Paper (K, V, C&A) | Weeks 3-9, 11, 13 Week 12 Page 12 |
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<td>understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area.</td>
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| Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area.  
They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area. | | |
| **2.1.7 Assess Individuals, Families, Groups**  
Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in the focus area.  
They engage in inter-professional collaboration and utilize methods of assessment appropriate to their focus area to advance practice effectiveness.  
Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making. | Lecture, reading, videos and small/large group discussions covering crisis assessment knowledge and skills (K, S, V, C&A)  
In-Class Activity: Suicide Assessment Role Plays  
Assignment: CSSR online training (K,S) | Weeks 3-9, 11, 13  
Week 12  
Page 13 |
| **2.1.8 Intervene with Individuals, Families, Groups,**  
Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.  
They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area.  
Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area.  
They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as | Lecture, reading, videos and small/large group discussions, and case studies focused on evidence-informed interventions and assessments.  
In-Class Activity: Suicide Assessment Role Plays (K, V, S, C & A) | Weeks 3-9, 11, 13  
Week 12 |
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<td>appropriate, in evaluating and implementing interventions.</td>
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*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes