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: graduate or professional standing

How credit hour is met: This class meets for one 115-minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for approximately four hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

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 framework and approaches to techniques for assessment, 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 a range of 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 schools and other community settings, disaster mental health, and crisis worker strain and 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: COMPETENCIES, DIMENSIONS, & PRACTICE BEHAVIORS

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, 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 affective processes relevant to the competencies highlighted 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 and 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 and 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 intervention 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 may be in conflict

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, evaluation, synthesizing disparate or partial information, and withholding conclusions until adequate information and the ability to pursue unanswered questions in available. It is noted this is particularly challenging in emergency situations.

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

To achieve course objectives, students will need to attend all classes, read assigned material thoughtfully & thoroughly, & 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 clients and maintains confidentiality. We will take care to use ‘person first’ language (e.g.: ‘a person with bi-polar disorder’ not a ‘bipolar person’). This represents an ecological framework and holistic approach that supports personhood and healing.

IV. **Course Content**

** Required Readings

* Recommended Readings

** Week 1: Tuesday, January 22
Orientation and introduction

Objectives:  
Introductions. Review syllabus and course objectives. Discuss student goals for the course and experience levels. Describe structure. Establish ground rules and expectations for professional participation. Discuss cultural humility, self-care, compassion, and their roles in crisis intervention.

** Read syllabus and come to class with questions.


** WATCH IN CLASS: Video on cultural humility. Found at: https://www.youtube.com/watch?v=SaSHLbS1V4w

** Week 2: Tuesday, January 29
Building a foundation in crisis intervention
Objectives: Establish conceptual framework for crisis intervention from a generalist perspective, including definitions of key terms, theoretical perspectives, concepts of cultural responsiveness, and attention to ethical considerations. Acknowledgement of self & the importance of self-awareness.

CLASS PREP:


Discussion: What are the main objectives of crisis intervention? What are common legal and ethical considerations in crisis situations? 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?

Week 3: Tuesday, February 5
Reflection paper due

Crisis intervention skills
Objectives: Learn models for assessment, engagement, and initial intervention. Build skills.

CLASS PREP:


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: Tuesday, February 12
Crisis intervention with vulnerable populations in hospital settings
Objectives: Continue building crisis assessment, engagement, and initial intervention skills, exploring knowledge and skills used in an Emergency Department. Explore complex assessments involving multiple compounders, including substance abuse, cognitive deficits, trauma, and poverty.

Guest speaker: Duan Jallow, MSW, University of Wisconsin Hospital and Clinics
CLASS PREP:
** Fagone, Jason (April 26, 2017). What Guns Do to Bodies. Huffington Post Highline. Found at 
https://highline.huffingtonpost.com/articles/en/gun-violence/

OPTIONAL:
* Listen: Codeswitch podcast. January 9, 2018: This Racism is Killing Me Inside. Found at https://one.npr.org/?sharedMediaId=576818478:576901155

Week 5: Tuesday February 19
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

CLASS PREP:

Discussion: How does children's experience of crisis differ from adults? What does resiliency look like in kids?

Week 6: Tuesday, February 26
Journal article discussion posting due
Disaster mental health interventions
Objectives: Discuss disaster mental health and explore current best-practices in engagement, assessment, intervention and referral.

CLASS PREP:
** Vollen, L and Ying C (eds). excerpts from Voices from the storm: the people of New Orleans on Hurricane Katrina and its Aftermath (2006). McSweeney’s, San Francisco (pp77-85; 91-94;112-113; 115-116;136-140;166-167; 235; 244—looks like a lot, but it’s not very many pages! on Canvas).

**Week 7: Tuesday, March 5**  
Uncovering suicidal ideation  
**Objectives:** Learn strategies and skills for engaging and eliciting information from the suicidal client, including use of specific evidence-informed assessment tools and safety planning methods (intervention).

**CLASS PREP:**  
**Shea CS (2011).** Chapters 5 and 6: Validity techniques: simple tools for uncovering complex secrets & 6: Eliciting suicidal ideation: practical techniques and effective strategies. The Practical Art of Suicide Assessment: A guide for mental health professionals and substance abuse counselors. Hoboken NJ: Mental Health Press (on Canvas)


**EXPLORE:** tools for suicidality assessment, found at: https://www.integration.samhsa.gov/clinical-practice/suicide-prevention#tools specifically: https://www.integration.samhsa.gov/clinical-practice/Columbia_Suicide_Severity_Rating_Scale.pdf

**Week 8: Tuesday, March 12**  
Crisis of Lethality: what makes someone suicidal?  
**Guest speaker: Meghan Henderson, LCSW Meriter Adult Inpatient Psychiatry**  
**Objectives:** Begin learning how to engage, assess, and intervene with people who present risk for lethal behavior

**CLASS PREP:**  


SPRING BREAK—NO CLASS ON TUESDAY MARCH 19

Week 9: Tuesday, March 26
Addressing trauma and grief
Objectives: Explore the impact of trauma, grief, and loss on client responses to crisis situations. Learn ways to engage, assess, and intervene with these concerns.

CLASS PREP:


Week 10: Tuesday, April 2
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

CLASS PREP:


Week 11: Tuesday, April 9
Crisis Intervention with Veterans and Military Personnel
Objectives: Explore how social workers can engage effectively with veterans in crisis, understand cultural implications (improving the assessment) as well as resources to best assist this growing population (improving intervention approaches).

Guest speaker: Mike Crum, MSW. Veterans Education and Outreach Coordinator, Center for Suicide Awareness

CLASS PREP:


Week 12: Tuesday, April 16
Suicide risk assessment role plays

CLASS PREP:


Week 13: Tuesday, April 23
Role play self-assessments due
In class viewing of the documentary film “Almost Sunrise”

No reading.

Week 14: Tuesday, April 30
Research paper due & share research findings.
Students will be asked to informally share one or two findings from their research paper with their peers.

Course review and evaluation

V. Texts 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: https://canvas.wisc.edu/courses/140262. The required text may be purchased online (Amazon), rented through the publisher, or ordered thru A Room of One’s Own.


VI. Evaluation: Assignments, Grading & Methods
Work is due on the date listed in the syllabus. Full points are possible only for work submitted on time.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; grade generally indicate</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>90-93</td>
<td>AB</td>
<td>Very good; surpasses expectations in many areas</td>
</tr>
<tr>
<td>84-89</td>
<td>B</td>
<td>Good; meets expectations in all areas</td>
</tr>
<tr>
<td>80-83</td>
<td>BC</td>
<td>Fair; meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>74-79</td>
<td>C</td>
<td>Poor; below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>68-73</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt; 68</td>
<td>F</td>
<td>Fails to meet minimal expectations in all areas; not acceptable work</td>
</tr>
</tbody>
</table>

Students will be evaluated on these assignments. Additional details re: these assignments are found in Appendixes B – F.
VII. Course Policies

Student Behavior Policy
It’s expected that students conduct themselves ethically and professionally in all aspects of this course. This includes confidentiality, proper respect for all members of the class, clients and agencies, and contributions to the learning environment.

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. Please honor the uniqueness of your fellow students and appreciate the opportunity we have to learn from each other. Please respect the opinions of others and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful so that ideas can be examined honestly and diverse viewpoints shared. The success of this student behavior policy and classroom climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

Support for Students Requiring ADA Accommodations
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal 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 requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their faculty notification letter by the 2nd week of the semester, or as soon as possible after a disability has been incurred or recognized.

For more information, please contact the McBurney Center at mcburney@odo.wisc.edu; phone 608-263-2741; text at 608-225-7956; or fax 608-265-2998, 711 (Via relay); 1305 Linden Drive, Madison WI 53706.

Faculty (I) will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable accommodations as part of a student’s educational record, is confidential and protected under FERPA.

Technology in Class
A minimal level of external distractions is essential to a productive learning environment. Please put away phones and shut down web browsers during class unless we are specifically using them. If you must take notes on a laptop/tablet, that’s ok, though please do so unobtrusively; if it is interfering with class discussion or participation, I may request that you refrain. You will have a chance to check messages during class break.

Weekly class attendance and participation
To get a quality educational experience, students are expected to attend and participate in class. Participation is measured by amount and quality. Quality participation includes critical self-reflection, providing support and feedback to peers as appropriate, & seeking feedback & consultation from peers. 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 experience, and the ability to engage in problem-solving and other exercises (roleplays,
group discussions etc) will earn high points. Each student is encouraged to monitor their participation to ensure they are an active class member without dominating.

If you are unable to attend, please email me ahead of time to request an excused absence; you may receive no more than two excused absences unless there are significant extenuating circumstances. Significantly late arrival or early departure may be considered an absence, and also negatively affects the quality of class discussion. For each unexcused absence, two points will be deducted from your grade.

Religious observance: In accordance with University policy, accommodation will be made for students participating in a religious holiday or who have a conflict between religious observances & mandatory assignments.

Incompletes: Evidence must be furnished that the work cannot be completed because of illness or other significant extenuating circumstance beyond the student’s control.

Participation can be challenging for some students. Please see me EARLY in the term if you need assistance in this or any other area—these can be viewed as opportunities for growth and professional development. I hope to have designed assignments and in-class activities to support this.

Reading assignments
You are expected to read all assigned material prior to class. This is needed to learn the material, participate in discussions, and successfully complete written assignments.

Writing assignments
Format. This is nit-picky but simplifies reading. It’s also a helpful habit for work writing projects and publication.

- 1-inch margins, Times New Roman 12 pt font, double spaced, use page ##s
- Indent paragraphs
- Spell- and grammar-check

Organization.

- Include an introduction and conclusion
- Use topic sentences for each paragraph
- Use a logical flow from the introduction to discussion to conclusion
- Answer the paper’s questions in a coherent and in-depth way
- Use transitions between paragraphs
- Use the same verb tense throughout

Do:

- Think critically
- Be reflective
- Be succinct
- Use depth
- Connect your assignment to class discussions & course readings

Avoid:

- Repetition
- Run-on sentences
- Prepositional phrases, contractions (don’t, can’t)

Late work
Late assignments will be docked 3 points each late day, unless prior arrangements are made.

Grade appeals
Your goal should be to make the most of your learning experience not to simply get a good grade. Your expectations for grades should be wholly based on the extent to which you respond to assignment objectives, the quality of your writing (which includes grammar, spelling, organization, & clarity) and your ability to demonstrate critical thinking and writing depth. If there are assignment instructions that are unclear, please note that it is your responsibility to bring this to my attention and do so in a timely manner. If you have a concern about a particular grade, please document your reasons in writing, paying attention to the above topics.
Academic integrity
By enrolling in this course, each student assumes the responsibilities of an active participant in UW Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the Code of Ethics, Student Rights and Responsibilities and Plagiarism. BSW and incoming MSW students have read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they will honor the NASW Code of Ethics and Student’s Rights and Responsibilities, 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, in the field and in the preparation of course assignments.

School of Social Work - Student Rights and Responsibilities:  https://socwork.wisc.edu/rights

Plagiarism
Plagiarism is a form of academic misconduct, and is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization. Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Process:
● If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern. If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits. More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions. Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
Note: Students can appeal any sanctions.

More information:
Academic misconduct rules procedures can be found in UWS 14: http://www.students.wisc.edu/doso/docs/UWS14.pdf
## Appendix A

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course content relevant to dimensions that comprise the competency*</th>
<th>Location in syllabus</th>
</tr>
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<tbody>
<tr>
<td><strong>2.1.1 Demonstrate ethical and professional behavior</strong>&lt;br&gt;Advanced Generalist (AG) social workers demonstrate and employ in a focus area an understanding of 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. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. AG social workers demonstrate awareness of their personal values and ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. (AG social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams.) They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. AG social workers also are knowledgeable about the emerging forms of technology and ethically use this 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, AP)&lt;br&gt;Assignments: reflection paper, research paper, role play reflection (K,S,V,C,AP)&lt;br&gt;Reading and small group activities exploring ethics and ethical decision-making in crisis intervention practice (K,S,V,C,AP)</td>
<td>Weeks 2,3,4, 12, 13&lt;br&gt;AppendixB (p 14), D (p16) and E (p 17)&lt;br&gt;Weeks 2-3</td>
</tr>
<tr>
<td><strong>2.1.2 Engage diversity and difference in practice.</strong>&lt;br&gt;AG 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. 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. AG social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, marginalization, and alienation, as well as</td>
<td>Lecture, reading, and discussions related to cultural humility and dimensions of diversity and the delivery of services (K,S,C, AP)&lt;br&gt;Videos, podcasts, and readings exploring cultural factors involved in crisis intervention &amp; skills required to recognize them. (K,S)&lt;br&gt;Assignments: Reflection paper (K, S, V, C &amp; AP)&lt;br&gt;Journal posting (K,S,C &amp; AP)&lt;br&gt;Research paper (K,S,V,C &amp;AP)</td>
<td>Weeks 1-2&lt;br&gt;Weeks 1-7; 11; 13&lt;br&gt;Week 3&lt;br&gt;Week 6&lt;br&gt;Week 14</td>
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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.

<table>
<thead>
<tr>
<th>2.1.4 Engage in practice-informed research and research-informed practice</th>
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<tbody>
<tr>
<td>AG social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area.</td>
</tr>
<tr>
<td>They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area.</td>
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<tr>
<td>AG social workers understand and demonstrate that evidence informed practice derives from multidisciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings in to their focus area of practice.</td>
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<thead>
<tr>
<th>Assignments:</th>
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<tbody>
<tr>
<td>Journal posting (K,S,C &amp; AP)</td>
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<tr>
<td>Research paper to critically explore the evidence base to guide social work practice regarding one presenting issue. (K,V, S. C &amp; AP)</td>
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<tr>
<th>Weeks</th>
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<tbody>
<tr>
<td>Week 6</td>
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<td>Week 14</td>
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<tr>
<th>2.1.6 Engage with individuals, families, groups, organizations, and communities</th>
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<tr>
<td>AG 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.</td>
</tr>
<tr>
<td>AG 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 understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area.</td>
</tr>
<tr>
<td>AG 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.</td>
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<thead>
<tr>
<th>Lectures, readings, videos &amp; small/large group discussions related to skills &amp; knowledge in facilitating engagement with individuals, families, and groups (K,S,V, C &amp;AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class activity: suicide assessment role plays (K,S,V)</td>
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<tr>
<td>Assignment: Suicide Assessment Roleplay Reflection Paper (K,V,C &amp;AP)</td>
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<tr>
<th>Weeks</th>
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<tr>
<td>Weeks 3-9, 11, 13</td>
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<tr>
<td>Week 12</td>
</tr>
<tr>
<td>Week 13</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities: AG 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 a focus area.</th>
<th>Lecture, readings, videos and small/large group discussions covering crisis assessment knowledge and skills (K,V,S,C &amp;AP)</th>
<th>Weeks 1-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness.</td>
<td>In-class activity: suicide assessment role plays (K,V,S,C &amp;AP)</td>
<td>Week 12</td>
</tr>
<tr>
<td>AG social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.</td>
<td>Assignment: reflection paper (K,V,S,C &amp; AP)</td>
<td>Week 3</td>
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<td>Assignment: journal article posting and peer-to-peer dialogue</td>
<td>Week 6</td>
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<tr>
<th>2.1.8 Intervene with individuals, families, groups, organizations, &amp; communities</th>
<th>Lecture, readings, videos, and small/large group discussions and case studies focused on evidence-informed interventions and assessments (K,V,S,C &amp;A)</th>
<th>Weeks 3-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG 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.</td>
<td>In class activity: suicide assessment role plays (K,V,S,C and AP)</td>
<td>Week 12</td>
</tr>
<tr>
<td>They independently identify, analyze, and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area.</td>
<td>Assignment: use research to describe interventions in various settings for a particular client population or presenting problem (K,V,S, C&amp;AP)</td>
<td>Week 14</td>
</tr>
<tr>
<td>AG social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They also engage in interdisciplinary, interprofessional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.</td>
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</table>

** K=knowledge; V=values; S=skills; C&Ap= Cognitive and Affective Processes**
Appendix B
ASSIGNMENT ONE:
REFLECTION PAPER
DUE: 2/5/19
POINTS: 10

Read the assigned materials carefully in order to fulfill the assignment. Papers must be handed in by 11:59pm on the due date (e.g., just before midnight, last possible minute) via Canvas dropbox.

Reflect on the ethics readings and discussions to explore potential value or relevance to specific clinical practice goals/challenges, via a 3-5 page paper. What stands out as particularly relevant or challenging? What approaches might clinicians use to resolve ethical dilemmas in crisis intervention practice?

Style: Academic, with an introduction and conclusion (not journal-entry/stream-of-consciousness). Write for someone who has not read the materials. 3rd person please. APA citations.

If the topic captures your interest, please feel free to use it as the basis for the research paper due later in the semester.

Grading Criteria

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Possible Score</th>
<th>Your Score</th>
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<td>I. Description of ethical framework/ challenge</td>
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<tr>
<td>II. Analysis of course materials &amp; experiences</td>
<td>3</td>
<td></td>
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<tr>
<td>III. Discussion of practice implications</td>
<td>3</td>
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<td>IV. Organization, clarity, grammar, spelling</td>
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Appendix C
ASSIGNMENT TWO:
JOURNAL ARTICLE DISCUSSION POST
DUE: article discussion due 2/26/19 9AM; responses due 2/26/19 11:59PM
POINTS: 15

Select a peer-reviewed article related to a particular crisis intervention practice with a population that may be underserved or poorly served. (ie: people in rural areas, people of color, elders, incarcerated people, people with vulnerable immigration status, etc.)

1. Post a summary of your selected article in the ‘discussion page in Canvas:
   a. use APA citation
   b. Provide a concise overview of the article’s major concepts, central argument or hypothesis, methods, findings, and areas for further inquiry.
   c. Share your own impressions of the material and/or how it might relate to information discussed in class.

2. In addition, respond to 2 different student posts. Pose a question and what prompts your curiosity, or share your cognitive/affective reactions to the research they have posted.

If the topic captures your interest, please feel free to use it as the basis for the research paper due later in the semester.

Grading Criteria Possible Your
I. Thoughtful summarization of the article 5 _____
II. Consideration of your cognitive and affective processes 5 _____
III. Analysis of personal/professional experience as it relates to the research article & to the response posts. 5 _____

TOTAL 15 _____
Appendix D:
ASSIGNMENT THREE
SUICIDE ASSESSMENT ROLE PLAY
DUE: 4/16/19
POINTS: 20

Working in trios, students will have the opportunity to practice and demonstrate suicide risk assessment skills, techniques, and knowledge acquired throughout the semester via a role play:

1. Students will be placed into groups of 3 during class.
2. Students will take turns role-playing the clinician conducting a suicide risk assessment with a ‘client’. The 3rd student will observe the role play, provide feedback, and score the worker’s performance.
3. At a later date, each student will later engage in critical self-assessment of their roleplay.

Each student’s grades will be based in part on the observations and feedback by the ‘client’, observer, and worker themselves.

I’ll work it out if the class doesn’t evenly divide by 3.

ASSIGNMENT 3B
SUICIDE ASSESSMENT ROLE PLAY REFLECTION
DUE: 4/23/19
POINTS: 10

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

The purpose of this self-reflection assignment is to explore your experience as the social worker engaging, assessing, and intervening with the ‘client.’ Please reflect not only on what you DID in the session, but what you noticed happening inside of you and how the client interprets this information.

Complete the following 5 reflection questions, in no more than one paragraph for each question. 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 identified as successes and challenges for yourself in the process.

Self-reflection questions:

1. What were you thinking or feeling during the session? Talk about how these thoughts and feeling might have affected your work with the client.
2. How did you do in eliciting information related to someone’s suicidal thinking and planning? How could you build on these techniques in future practice with clients?
3. Reflect on your evaluation of risk with the 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. Share one thing you did well in your role play.
5. Share additional thoughts or feelings about what you will fine-tune, or focus on, for future practice with clients.
Appendix E
ASSIGNMENT FOUR: RESEARCH PAPER
DUE: 4/30/19
POINTS: 30

Objective: To assimilate themes and content into an in-depth exploration of one presenting clinical issue, in a particular client population. Over the course of the semester you will learn about many different types of crises that occur in many different contexts, and you will be exposed to interventions that are developmentally appropriate and commonly employed. In choosing a topic for this assignment, please consider your interests in taking this course as well as new interests in further reading/research (perhaps related to evidence-informed assessment or interventions; disparities in access; intersectional impact of crises or polyvictimization).

Task: Identify a topic related to crisis, intervention, response, or access. Thoroughly investigate the research and practice literature (include research journal articles please). Provide a thorough description and necessary details. Explain/explore the impact a specific crisis may have on an individual client, at community or social levels, and potential responses at all levels (if applicable). Explore what we know and what we don’t know about the topic (e.g., consider the gaps in knowledge or limitations of research and extent to which diverse populations have been included in prior research). Using research and your own insight/creativity, describe an approach to care or interventions (short-and long-term) in a specific setting or compare options across settings. Consider what has been found to show impact/effect, and what has not. Please keep in mind influences of culture on experience and on interventions. Finally, discuss how work in this area might affect the professional, and mention self-care approaches.

Scope, and grading: Paper should be 8-10 pages typed (no more than 12 please!), 12 pt font. Grading will be based on clarity/support of the main points, organization, and technical detail (spelling, grammar, APA style). It is not acceptable to review the topic in a general way, or find suggestions on-line for a particular type of crisis. Cite at least 5-7 sources in which you review empirical and knowledge-based journal articles/books. Bibliography using APA style.

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<td>Clarity and support of main points</td>
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<td></td>
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<tr>
<td>Description of what we know and don’t know</td>
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<td></td>
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<td>II. Evidence of critical thinking and reasoning</td>
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<tr>
<td>Evidence for and against conclusions</td>
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<tr>
<td>Identification of gaps/limitations of research</td>
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<td>Suggestions for future research</td>
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<td></td>
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<tr>
<td>Relevant implications for practice</td>
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<td>III. References to literature</td>
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Appendix F

TO HELP ME KNOW YOU

The following information is requested in order to help me be more sensitive to you and your needs. Your responses (and non-responses) will not affect your grade in any way, are entirely voluntary, and will be kept strictly confidential. This will be distributed the 1st day of class.

Name:

Area of practice:

1a. Have you recently been in crisis?

1b. IF YES, please briefly describe the situation.

2. Briefly describe your reasons for taking this class:

3. Describe any crisis-related topic that you believe may be too difficult for you to explore in this class and how you would like to handle your discomfort.