



GRACE ABBOTT SCHOOL OF SOCIAL WORK

CRISIS INTERVENTION

SOWK 4830/8836 | 3 credit hours

Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: TBD

Office Hours: TBD

Department: Grace Abbott School of Social Work

Main Office: 206 CPACS

Dept. Phone: 402.554.2793

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COURSE INFORMATION

Description

Students will study Robert's 7-Stage Model of Crisis Intervention and how to ethically practice with diverse and vulnerable populations. Students will apply crisis intervention theory and models of intervention to various concern areas including but not limited to suicide, sexual assault, domestic violence, substance abuse, grief and loss, and violence. A systems, strengths, and cultural emphasis will be applied to the various crisis situations covered.

Rationale/Overview

This course is a Topical Seminar class, designed to increase knowledge and skills for practice with crisis situations. The prevalence of crisis experiences within our society and lifespan development necessitates that social workers acquire a knowledge and skill-base for effective and professional crisis intervention practice.

Course Objectives/Student Learning Outcomes

1. Implement advanced critical thinking around crisis situations, prioritizing effective interventions for diverse populations.
2. Analyze the relevance of social work values and ethics, including self-determination and ethical decision-making, in the delivery of crisis intervention services.
3. Critique Robert's Model of Crisis Intervention and its implications for social work practice.



4. Consider systemic barriers that have contributed to marginalization and oppression of vulnerable groups, with particular attention to anti-racism, diversity, equity, and inclusion (A DEI), and formulate crisis intervention strategies that incorporate an understanding of these.
5. Recommend intervention techniques regarding specific areas of crisis, including but not limited to: suicide, sexual assault, domestic violence, substance abuse, trauma, disaster, and violent behavior in institutions.
6. Formulate thorough suicide and risk assessments, utilizing advanced clinical decision-making abilities in crisis scenarios. (Graduate students only)

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Required Text(s)

TBD

COURSE STRUCTURE/FORMAT

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

| Session/Date | Topic | Assignment |
|---------------------|--|---|
| Session 1 [date] | <ul style="list-style-type: none"> • Intro to course and each other • Syllabus Review • Plagiarism Review | |
| Session 2 [date] | <ul style="list-style-type: none"> • What is Crisis and Crisis Intervention? • What is Trauma? • Robert’s 7-Stage Crisis Intervention Model | Plagiarism Assessment DUE on Canvas Read: “Robert’s CI Model” |
| Session 3 [date] | <ul style="list-style-type: none"> • Compassion Fatigue, Burnout, and Self-Care | Read: “What I Wish I Had Known” “Self-Care Feedback” & “Compassion Fatigue Webinar Handouts” Self-Care Assessment DUE Hard Copy in Class |
| Session 4 [date] | <ul style="list-style-type: none"> • When Crisis Leads to Danger to Self, Others, or Psychotic Decompensation • Suicide Lethality/Risk Assessment | Robert’s Crisis Model Quiz DUE on Canvas Print and bring to class: |



| Session/Date | Topic | Assignment |
|----------------------|---|---|
| | | “Mental Status Exam” |
| Session 5 [date] | <ul style="list-style-type: none"> • When Crisis Leads to Danger to Self, Others, or Psychotic Decompensation • Suicide Lethality/Risk Assessment | Military Guest Speaker Panel Questions DUE on Canvas |
| Session 6 [date] | <ul style="list-style-type: none"> • Child Abuse & Neglect 101 • Guest Speaker: Espen Schofield-Smith, Project Harmony | Risk Assessment DUE hard copy in class |
| Session 7 [date] | <ul style="list-style-type: none"> • Crisis of Personal Victimization: Intimate Partner Violence & Sexual Assault • Human Trafficking | Read, “Nebraska’s Commercial Sex Market” on Canvas |
| Session 8 [date] | <ul style="list-style-type: none"> • Spring Break: No Class | |
| Session 9 [date] | <ul style="list-style-type: none"> • Military-Affiliated Crises • Guest Speaker Panel | <p>Serious or Terminal Illness Speaker Questions DUE on Canvas</p> <p>Read: “Military Facts for Non-Military Social Workers” “Service-Related Clinical Issues” & “Veterans Benefits Reviewed”</p> |
| Session 10 [date] | <ul style="list-style-type: none"> • Crisis of Loss: Grief and Loss Across the Lifespan • Grief and Loss Assessment | <p>Read, print, and bring to class: “Myth of the Stages”</p> <p>Read: “Nat’l Institute of Health – Talking to Children About Death” & “Helping Children with Traumatic Grief” and “Disenfranchised Grief” on Canvas</p> |



| Session/Date | Topic | Assignment |
|----------------------|---|--|
| Session 11 [date] | <ul style="list-style-type: none"> • Crisis of Loss: Grief and Loss Across the Lifespan Continued • Crises in Reaction to Serious and Terminal Illness • Guest Speakers: Sandy Stevenson MS, LIMHP, LADC and Heather Lewis, MS | Disaster Related Speaker Questions DUE on Canvas If interested, watch: Dr. Kerry Beldin Interview |
| Session 12 [date] | <ul style="list-style-type: none"> • Crisis Intervention in Healthcare Settings • Mental Health Mobile Crisis Response Teams • Guest Speaker: Katie Robbins, LCSW | DUE: Print and bring “Power of Attorney” documents to class |
| Session 13 [date] | <ul style="list-style-type: none"> • Crisis in Natural and Manmade Disasters • Substance Use • Guest Speaker: Martha Wells, MPH | Review, “Trauma-Informed Care” & “Yellow Card” |
| | <ul style="list-style-type: none"> • Crisis Intervention in Schools • Active Shooter Training • Guest Speaker: Emergency Preparedness Coordinator | Disaster Module Completion DUE Review, “Psychological First Aid Manual” |
| | <ul style="list-style-type: none"> • Treatment modalities for Trauma: EMDR | Read, “EMDR” & “EMDR Explained” Watch: “Example of EMDR Therapy” Case Study Analysis DUE: On Canvas |
| | <ul style="list-style-type: none"> • Prep Week: Last day of class • Group Crisis Vignette and Intervention Activity • Course Wrap-Up | Final Assignment DUE: In Class Participation |
| | <ul style="list-style-type: none"> • Final Week: No Class | Graduate Students Only: Final Paper DUE on Canvas 5/16 at 4:30pm |



IMPORTANT DATES

| | |
|--|-----|
| Last day to drop a course (via MavLink) and receive a 100% refund | TBD |
| Last day to withdraw from a course (via MavLink) with a grade of “W” | TBD |

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Plagiarism Assessment (1) 25 points (total)

Students will complete a short video and quiz regarding plagiarism and similarity scores.
All assignments must have a similarity score below 20% to be accepted for a grade.

Self-Care Assessment (1) 15 points (total)

Students will complete a self-care assessment and bring it to class to discuss what practices work and do not work to combat burnout and compassion fatigue.

Robert’s Crisis Model Quiz (1) 25 points (total)

Students will complete an online quiz about Robert’s 7-Stage Crisis Intervention Model.

Suicide/Risk Assessment (1) 100 points (total)

Students will receive a detailed case study and be required to complete a comprehensive mental health risk assessment including risk factors, warning signs, and protective factors. Students will then make clinical recommendations.

Guest Speaker Questions (3) 45 points (total)

Students will submit three questions prior to three of the guest speakers.

Power of Attorney Activity (1) 25 points (total)

Students will have the opportunity to learn about and complete POA paperwork in class.

Disaster Module Certification (1) 50 points (total)

Students will complete an educational online module about disaster relief and turn in a certificate of completion.

Case Study Analysis (1) 100 points (total)

Students will select one case study from the text and follow a detailed analysis plan. After critically analyzing the case, the student will develop and justify crisis intervention modalities.

Group Crisis Vignette and Intervention (1) 100 points (total)

Students will be assigned work groups and a special crisis vignette/case study. Students will work collaboratively to critically analyze the vignette



and present their specific crisis intervention plan, while incorporating relevant concepts from the text. This assignment will take place **in class**.

(Graduate Students Only) Practice and Evaluation Paper (1) 100 points (total)
Graduate-level students will write an APA paper about a specific crisis issue and how it's related to a vulnerable population, identifying best practices in crisis intervention.

Attendance and Participation 100 points (total)

655 (total): MSW
555 (total): BSSW

GRADING SCALE

| Percent | Final Grade | Quality Points |
|-------------|-------------|----------------|
| 98–100% | A+ | 4.00 |
| 94–97.9% | A | 4.00 |
| 91–93.9% | A- | 3.67 |
| 88–90.9% | B+ | 3.33 |
| 84–87.9% | B | 3.00 |
| 81–83.9% | B- | 2.67 |
| 78–80.9% | C+ | 2.33 |
| 77–77.9% | C | 2.00 |
| 71–73.9% | C- | 1.67 |
| 68–70.9% | D+ | 1.33 |
| 64–67.9% | D | 1.00 |
| 61–63.9% | D- | 0.67 |
| Below 60.9% | F | 0.00 |

WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they



may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

All assignments must have a similarity score below 20% to be accepted for a grade.

ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](#) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](#) and the [Criss Library](#), for more information on equipment locations and availability.



TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](#) located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](#) website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's [emergency information page](#). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.



WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The [UNO Speech Center](#) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](#).

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.



| EPAS Competency* | Course Objective/Student Learning Outcome | Assignment | Dimension * |
|--|--|------------|-------------|
| 1 = Demonstrate Ethical and Professional Behavior | 2. Analyze the relevance of social work values and ethics, including self-determination and ethical decision-making, in the delivery of crisis intervention services. | | |
| 3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice | 4. Consider systemic barriers that have contributed to marginalization and oppression of vulnerable groups, with particular attention to anti-racism, diversity, equity, and inclusion (A DEI), and formulate crisis intervention strategies that incorporate an understanding of these. | | |
| 4 = Engage in Practice-Informed Research and Research-Informed Practice | 3. Critique Robert's Model of Crisis Intervention and its implications for social work practice. | | |
| 7 = Assess Individuals, Families, Groups, Organizations, and Communities | 6. Formulate thorough suicide and risk assessments, utilizing advanced clinical decision-making abilities in crisis scenarios. (Graduate students only) | | |
| 8 = Intervene with Individuals, Families, Groups, Organizations, and Communities | 1. Implement advanced critical thinking around crisis situations, prioritizing effective interventions for diverse populations. 3. Critique Robert's Model of Crisis Intervention and its implications for social work practice. | | |



| EPAS Competency* | Course Objective/Student Learning Outcome | Assignment | Dimension * |
|------------------|--|------------|-------------|
| | 5.Recommend intervention techniques regarding specific areas of crisis, including but not limited to: suicide, sexual assault, domestic violence, substance abuse, trauma, disaster, and violent behavior in institutions. | | |

*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References

American Psychiatric Association. (2013). *Diagnostic and statistical manual for mental disorders* (5th ed.). Washington, DC: Author.

Andrade, Joel T. (2009). *Handbook of Violence Risk Assessment and Treatment*. New York, NY: Springer Publishing Company

Cox, K. & Steiner, S. (2013). *Self-care in social work: A guide for practitioners, supervisors, and administrators*. Washington, DC: NASW Press

James, R. & Gilliland, B.E. (2012). *Crisis intervention strategies* (7th ed.). Belmont, CA: Thomson

Jones, W. (1986) The A-B-C method of crisis management. *Mental Hygiene*, 52, 87-89.

Kanel, K. (2015). *A guide to crisis intervention* (5th ed.). Stamford, CT: Cengage Learning.

Killian, K.D. (2008) Helping til it hurts? A multimethod study of compassion fatigue, burnout, and self-care in clinicians working with trauma survivors. *Traumatology*, 14, 32-44.

Kubler-Ross, E. (1969). *On death and dying*. New York: Macmillan.

National Association of Social Workers. (2008) *Code of ethics of the National Association of Social Workers*. Washington, DC: Author



Schaufeli, W.B., Leiter, M.P., & Maslach, D. (2009). Burnout: 35 years of research and practice.
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7-30-2020

