SWK-S 306 Crisis Intervention (3 cr.)

Course Information

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<th>Spring 2017</th>
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| Instructor: | XXXXX XXXXXXXXXXX |
| Office: | XXX |
| Email: | XXX |
| Phone: | xxxxx |
| Office Hours: | xxxxxxxxxxx |

Course Description

This is an elective, issue-oriented course at the undergraduate level offered as part of the Certificate in Case Management. This course focuses on the increasing number of complex and painful personal, couple and family crisis situations encountered by professional social workers in the course of service delivery. Crisis events are characterized by high stress responses in one or more persons within a short period of time, usually in response to some difficult social, interpersonal, intrapsychic, medical or developmental triggering events. In some instances, stressful forces may have been present over a substantial period of time and an overt crisis has suddenly been triggered by some precipitating event (i.e., a lengthy distressed marriage that ends destructively and suddenly after the children are grown). In other instances, a crisis may be unexpectedly precipitated in the ordinary life of an individual, couple or family by an intense life stressing and/or threatening event such as a death of a loved one or catastrophic event.

Students will learn the various theories and practice approaches that inform practice in crisis situations. Attention will be given to budget cuts of programs and staffing of social agencies with the resultant contraction in resources available to professionals. Since many forms of social stress are becoming increasingly compelling among the poor, ethnic, racial minorities, and gay and lesbian people the course will focus on the required competency to quickly establish an effective helping relationship and meaningful communication across these groups. Similarly, the course will address the new evolving roles of women and men in modern society and its implications intervening in crisis situations, current trends, and cultural forces.

This course encourages students to use the classroom process and written assignments in conjunction with the assigned readings to develop a working, professional helping approach selected from the available theoretical formulations about crisis and therapeutic crisis intervention which appear most appropriate for their practice. Based on the nature of the crisis, the kind of agency setting, the program within which they function, and the characteristics of their “professional style” in crisis intervention.

Course Objectives

As a result of having completed the requirements of this course, the student will have demonstrated the ability to:

- **S306-01** Identify the elements that constitute a crisis and various theories for how crisis occurs.
- **S306-02** Develop an approach to helping social work practice that empowers them to assess a client's internal and external strengths that he/she brings to any crisis situation.
- **S306-03** Assess various models for crisis intervention for their recognition of client strengths as well as how they attend to individual and culture/social diversity.
S306-04 Develop practice skills in working with individuals in crisis.
S306-05 Assess how client and worker diversity affects crisis intervention or the helping process and its outcome(s).
S306-06 Develop strategies for dealing with the stresses of doing crisis work.
S306-08 Assess the criteria for measuring effective crisis intervention modalities.

Required Texts

Recommended Book

The following web sites may also be helpful in mastering the APA writing style:
- [apastyle.org](http://apastyle.org)
- [Purdue Writing Lab](http://www.purduewritinglab.org)

Course Outline

Module 1:
Dates:

*Overview*
Welcome & Introduction
- Review syllabus
- Review course structure

*Assignments*
1. Introduction

*Readings*

Module 2:
Dates:

*Overview*
A. Crisis defined, dangers & opportunities:
   - Determining factors, precipitating events, history of Crisis Intervention, theoretical perspectives, brief therapies

*Assignments*
1. Forum Question

*Readings*
1. Kanel, Chapter 1—What is a Crisis
Module 3:

**Dates:**

**Overview**
A. Ethical considerations, professionals, use of paraprofessionals, confidentiality
B. Multi-Cultural Perspective, cultural competency, ethnicity and gender as it relates to help-seeking attitudes.

**Assignments**
1. Forum Question
2. Quiz 1

**Readings**
1. Kanel, Chapter 3—Ethical and Professional Issues
2. Kanel, Chapter 4—Cultural Sensitivity in Crisis Intervention

Module 4:

**Date:**

**Overview**
A. The ABC Model of Crisis Intervention, Problem identification, coping strategies

**Assignments**
1. Forum Question

**Readings**
1. Kanel, Chapter 5—The ABC Model of Crisis Intervention

Module 5:

**Date:**

**Overview**
A. Crisis of Victimization, abuse (child, spouse, elder), sexual assault/rape, PTSD

**Assignments**
1. Forum Question
2. Quiz 2

**Readings**
1. Kanel, Chapter 12—child abuse, Spousal Abuse, and Sexual Assault

Module 6:

**Date:**

**Overview**
A. Death & Dying issues, grief/mourning, Multiple loss, divorce & separation

**Assignments**
1. Forum Question
Readings
1. Kanel, Chapter 8—Crises of Loss

Module 7:
Date:

Overview
A. Exam 1

Module 8:
Date:

Overview
A. HIV/AIDS statistics, What is AIDS, symptoms, myths regarding AIDS, transmission, intervention, other issues (i.e., family, employers, community, cultural)

Assignments
1. Forum Question
2. Quiz 3

Readings
1. Kanel, Chapter 6—When Crisis is a Danger

Module 9:
Date:

Overview
A. Crisis of substance abuse, recognizing substance dependence, types of drug abuse crises, progression/recovery of the alcoholic, facts about common drugs (cocaine, amphetamines, marijuana, LSD, heroin, designer drugs)

Assignments
1. Forum Question

Readings
1. Kanel, Chapter 10—Substance Abuse

Module 9:
Date:

Overview
A. Situational Crisis, adolescence: teen pregnancy, gangs, runaways

Assignments
1. Forum Question
2. Quiz 4

Readings
1. Kanel, Chapter 7—Selected Situational Crisis of Adolescence, Adulthood, and Old Age
Module 10:
Date:

Overview
A. Situational Crisis: Crisis of the Elderly

Assignments
1. Forum Question

Readings
1. Kanel, Chapter 7—Developmental Crises

Module 11:
Date:

Overview
A. Situational Crisis: Crisis of victimization, homelessness

Assignments
1. Forum Question
2. Quiz 5
3. Paper Due

Module 12:
Date:

Overview
A. Crisis Intervention with Communities, crisis response, internal & external factors, group crisis intervention, coordinating a Crisis Response Team, managing the media, pre-crisis planning

Assignments
1. Forum Question

Readings
1. Kanel, Chapter 11—Community Disasters, and Trauma Response

Module 13:
Date:

Overview
A. Test 2

Assignments and Grading
More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)
Assignments

1. Tests: 50 pts each
   a. DUE: .................................date
   b. Final Grade Percentage: ......%

2. Quizzes: 10 pts each
   a. DUE: .................................date
   b. Final Grade Percentage: ......%

3. Crisis Analysis Paper: 100 pts
   a. DUE: .................................date
   b. Final Grade Percentage: ......%

4. Discussions: 100 pts
   c. DUE: .................................date
   d. Final Grade Percentage:........%

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.
Grading scale

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

- **A**  93%  Excellent, Exceptional Quality
- **A-**  90%  Superior Quality
- **B+**  87%  Very Good, Slightly Higher Quality
- **B**  83%  Good, High Quality (expected of most BSW students)
- **B-**  80%  Satisfactory Quality
- **C+**  77%  Marginal, Modestly Acceptable Quality
- **C**  73%  Marginal, Minimally Acceptable Quality
- **C-**  70%  Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It’s up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.