

**SOWK 615**  
**CRISIS INTERVENTION AND BRIEF THERAPY**

**FALL 2007**

**Instructor:** Rose Monteiro, LCSW, Adjunct Professor  
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**Telephone:** (323)293-3109  
**Office Hours:** By Appointment  
**Day/Time:** Tuesday, 8:00-10:50

**I. COURSE DESCRIPTION**

Social Work 615, Crisis Interventions and Brief Therapy, is an advanced clinical practice course designed to teach second year practice students the theories and techniques of crisis intervention and brief therapy. Students will receive historical, theoretical and clinical information sufficient to work with individuals, couples, families, groups and organizations. Ethical, professional, transference and countertransference issues will be addressed as they relate to brief therapy modalities. Four Brief Therapy Models will be taught: Crisis Intervention, Short Term Treatment, Interpersonal Psychotherapy and Solutions-Focused Therapy. *No student who has not completed two semesters of foundation year practice is eligible to enroll in this course.*

**II. COURSE OBJECTIVES**

Upon completion of the course, students will be able to do the following:

1. Demonstrate knowledge of relevant crisis intervention and brief therapy theories.
2. Implement crisis intervention and brief therapy models and techniques with individuals, families, couples, groups, and organizations.
3. Treat specific client problems and populations including, but not limited to:
  - Ethnically, culturally, and sexually diverse clients
  - Depressed and anxious clients
  - Trauma victims
  - Situational crisis, retirement, aging, birth, etc.
  - Organizational crisis
  - Medical Crisis

4. Become knowledgeable about research-based, best practice models and what client populations are best served by them.
5. Apply these skills from a cross cultural, cultural competency perspective.
6. Will explore the efficacy and ethical issues, raised by managed care and mandated brief therapy for clients.
7. Will examine the need for advocacy, collaborations, and consultations.

### **III. CLASS FORMAT**

A combination of lecture, classroom discussion and experimental exercises will be used in class. Guest lecturers will present on special populations where brief therapy is the preferred model.

This is an advanced practice class, students will be expected to work with a client in their agency applying learning from the class and sharing the process of this experience with classmates.

### **IV. COURSE EVALUATION AND GRADING**

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this class, they will be required to repeat this class.

Class grades will be based on the following:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.87	B-
2.25 – 2.50	C+
1.90 – 2.24	C

Final Grade:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

Course grades will be based on the following:

**MIDTERM PAPER – 60%**

Students will review caseload or organizations and apply Behavior theory and Practice models and interventions

**FINAL Paper – 30%**

Group Presentation. This Group presentation is designed to teach students how to prepare a professional presentation using adult learning models. The presentation could be an In-service Training or a professional education tool.

**CLASS PARTICIPATION - 10%**

**V. ATTENDANCE POLICY**

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

**VI. COURSE EVALUATIONS AND GUIDELINES**

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, an/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work that is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment. (3) A grade of B will be given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only a moderate grasp of content and/or expectation. (5) A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum

standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

It is expected that students will attend class regularly, participating in class discussions, and submit work promptly. Class participation involves meaningful participation in discussion based on having read the required reading for the week. Participation may involve raising questions for clarification or through critical thinking regarding issues under discussion. Failure to meet these expectations may result in reduction of grades.

NOTE: Please refer to the *Student Handbook* and *University Catalogue* for additional discussion of grades and grading procedures and for discussion of academic integrity. All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this class.

## **VII. REQUIRED TEXTS**

Goldstein, Eda G. and Nooman, Maryellen (1999). *Short Term Treatment and Social Work Practice*. New York. The Free Press.

Kanel, Kristi, (1999). *A Guide to Crisis Intervention*. Pacific Grove. Brooks/Cole Publishing Company.

Johnson, Spencer, M.D., (1998). *Who Moved My Cheese?* New York. G.P. Putnam's Sons. For COPA Students only.

## **VIII. ACADEMIC ACCOMMODATIONS**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

## **IX. EMERGENCY RESPONSE INFORMATION**

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website; <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

### University Park Campus

MRF – Lot B

SWC – Lot B

WPH – McCarthy Quad

VKC – McCarthy Quad

### City Center

Front of the building (12<sup>th</sup> & Olive)

### Orange County Campus

Faculty Parking Lot

### Skirball Campus

Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

## **X. COURSE OUTLINE**

### **CRISIS INTERVENTION AND BRIEF THERAPY**

#### **SESSIONS 1 & 2 INTRODUCTION**

- Course Overview, History, Social/political context
- Definitions of Brief Service, Crisis Interventions, Planned Short term treatment, Brief Therapy, Models of Change, EAP Model
- Evidence-based Research
- Experiential Exercise

#### *REQUIRED READING SESSIONS 1 & 2*

Goldstein & Nooman, (1999). Short term Treatment and Social Work Practice, Chapters 1, 2, 8, 10.

Harvard Mental Health Letter (April. 2005). “Meditation in psychotherapy.”

Holmes & Rhea (1960). “Scale of Stressful Life Events.”

Kanel, Kristi (1999). A Guide To Crisis Intervention. Chapters 1-3.

Norcross, J.C. & Prochaska, J.O. (May 2002). "Using the stages of change." Harvard Mental Health Letter.

Rock, B., Congress, E. (May 1999). "The new confidentiality for the 21<sup>st</sup> century in a managed care environment." Social Work, Vol. 44(3), pp. 253.

Shulman, N. & Shewhart, A., (2005). "A model of crisis intervention in critical and intensive care units of general hospitals." In Crisis Intervention Handbook, 3<sup>rd</sup> Ed. Edited by Roberts, Albert R.

### **SESSION 3 ASSESSMENT DIFFERENTIAL DIAGNOSIS AND TREATMENT**

- Phases of Treatment
- Suicidal and Homicidal Crisis Management
- Professional Values and Ethical Practice
- Clinical Issues Transference and Countertransference
- Role Play & Experiential Exercise

#### *REQUIRED READINGS SESSION 3*

Goldstein & Nooman, (1999)  
Beginning Phase, Part. 2, Chapter 3, 4  
Crisis Chapter 5

Greene, B. (1997). "Psychotherapy with African American women: integrating feminist and psychodynamic models." Smith College Studies in Social Work, June, pp. 227.

Kanel, Kristi (1999). A Guide To Crisis Intervention.  
A Multicultural Perspective, Chapter 4  
ABC Model of Crisis Intervention, Chapter 5  
When Crisis is a Danger, Chapter 6

Ridley, C. (1995). "Overcoming Unintentional Racism in Counseling and Therapy." Defensive Racial Dynamics, Chapter 6. Thousand Oaks, Sage Productions.

Rosen, Bluth, M., Kleinman, I., Lowy, F. (Sept. 1995). "Suicide: the interaction of clinical and ethical issues." Psychiatric Services, Vol. 46(9), pp. 919.

### **SESSION 4 MIDDLE PHASE**

- Middle Phase
- Problem Solving
- Coping
- Role Play

#### *REQUIRED READINGS SESSION 4*

Goldstein & Nooman, (1999). Middle Phase, Chapter 5 & 6.

Pollis, D. (1995). "Use of humor in crisis intervention." *Families in Society*, Vol. 76(6), pp. 376.

Weaver, H. Wodarski, J. (1995). "Cultural issues in crisis intervention: guidelines for culturally competent practice." *Family Therapy*, Vol. 22(3), pp. 213.

#### **SESSION 5 DEVELOPMENTAL CRISIS, LOSS, AND NON-VOLUNTARY CLIENTS**

- Loss
- Developmental Crisis
- Non-voluntary Client
- Crisis Group
- Ending Phase

#### *REQUIRED READINGS SESSION 5*

Caroll, Maria M. (1997). "Spirituality and clinical social work." *Arete*. Vol. 22(1), pp. 25.

Goldstein & Nooman, (1999).  
Chapter 10, Non-voluntary, hard to Reach Clients.  
Chapter 7, Ending Phase

Kanel, Kristi (1999). *A Guide To Crisis Intervention*.  
Chapter 7, Crisis of Loss  
Chapter 8, AIDS  
Chapter 11, Select Situational Crisis  
Epilogue

Everly, G., Lating, J., Mitchell, J., (2005). "Innovation in group crisis intervention." In *Crisis Intervention Handbook*.

## **SESSIONS 6 & 7    EMOTIONAL DISORDERS**

- Depression
- Anxiety
- Schizophrenia
- Personality Disorder

### *REQUIRED READINGS SESSIONS 6 & 7*

Elison, M., Morgan, K. (1996). "The relationship between therapy usage and political activism in lesbians." *Women and Therapy*. Vol. 19(2), pp. 31.

Goldstein & Nooman, (1999).  
Chapter 9, Clients with Emotional Disorders

Johnson, L.D. & Miller, S.D. (1994). Modification of depression risk factors: A solution-focused approach. *Psychotherapy*, 31, 244-253.

Weasel, Lisa (1996). "Seeing between the lines: bisexual women and therapy." *Women's Therapy*. Vol. 19(2), pp. 5.

## **SESSION 8    INTERPERSONAL PSYCHOTHERAPY**

- Four Areas
- Grief
- Interpersonal Disputes
- Social Role Transition
- Interpersonal Deficits

### *REQUIRED READINGS SESSION 8*

Culter, L., Goldyne, A., Markowitz, J.C., Devlin, M.J., Glick, R.A. (2004). "Comparing Cognitive Behavior, Interpersonal Psychotherapy, and Psychodynamic Psychotherapy." *In American Journal of Psychiatry*. 161(9).

Harvard Mental Health Letter (2004). "Interpersonal Psychotherapy" Vol. 21.

Weissman, M., Markowitz, J. (1994). "Interpersonal Psychotherapy," *Archives General Psychiatry*. Vol. 51. Pg. 599.



## **SESSION 9 & 10 SOLUTION-FOCUSED THERAPY**

- Couples
- Families

### *REQUIRED READINGS SESSION 9 & 10*

Goldstein & Nooman, (1999).

Chapter 11, Family-oriented Integrated Short-term Treatment

Laird, J. (1996). "Family-centered practice with lesbian and gay families." *Families in Society: The Journal of Contemporary Human Services*. November 1996.

Lee, Mo Yee (1997). "A study of solution focused brief family therapy: outcomes and issues." *The American Journal of Family Therapy*. Vol. 25(1), Spring, pp. 3.

Nunnally, E. & Lipshik, E. (1990). "Some uses of writing in solution focused brief therapy." *Journal of Independent Social Work*. 4(2), pp. 15-19.

Green, G., Lee, Mo-Yee, Trafk, R., Rheinscheld, L. (2005). "How to Work with Clients' Strengths in Crisis Intervention: A Solution-focused Approach." In *Crisis Intervention Handbook*.

Gordon, K.C., Baucom, D.H., Snyder, D.K. (2000). "The Use of Forgiveness in Marital Therapy." In *Forgiveness: Theory, Research and Practice*. Ed. McCullough, Pargament, Thoresen. Gillford Press, New York.

Molnar, A., de Shazer, S. (October 1987). "Solution-focused therapy: toward the identification of therapeutic tasks." *Journal of Marital and Family Therapy*.

## **SESSION 11 SUBSTANCE ABUSE**

- Dual Diagnosis
- Assessment
- Treatment

### *REQUIRED READINGS SESSION 11*

Hodge (2002). "Group treatment for substance abusers: a stages of change therapy model." In *Social Work with Groups*. New York. Vol. 25(3).

Dore, John (1994). "A model of time limited group therapy for men: its use with recovering addicts." *Group*. Vol. 18(4), pp. 243.

Warner Van Wormer, K. (July 2002). "Harm reduction: a model for addictions, treatment." *Social Work Today*.

Lebow, J. (2004). "Addictions treatment, myth versus reality." *Psychotherapy Networker*. March/April.

Harvard Mental Health Letter (March 2005). "Motivational Interviewing."

### **SESSIONS 12 & 13 TRAUMA AND CRITICAL INCIDENTS STRESS DEBRIEFING**

- Trauma
- Victimization
- Time-limited Groups
- School Violence and Crisis Intervention

#### *REQUIRED READINGS SESSIONS 12 & 13*

Dyregrove, A. (1997). "The process in psychological debriefings." *Journal of Traumatic Stress*. Vol. 10(4), pp. 589-605.

Guanipa, C., Talley, W., Rapagna, S. (1997). "Enhancing Latin American women's self-concept: a group interventions." *International Journal of Group Psychotherapy*. Vol. 47(3), July, pp. 355.

Lubin, H. & Johnson, D. "Interactive psychoeducational group therapy for traumatized women." *International Journal of Group Psychotherapy*. Vol. 47(3).

Preisser, A.B. (1999). "Domestic violence in south Asian communities in America." In *Violence Against Women*. Vol. 5(6).

Wright, F. (1994). "Men shame and group psychotherapy." *Group*. Vol. 18(4), Winter, pp. 212.

Newgrass, L., Schonfeld, D. (2005). "School crisis intervention, crisis prevention, and crisis response." In Crisis Intervention Handbook.

## **SESSION 14 ORGANIZATIONAL LOSS AND CHANGE**

- Managing Crisis
- Managing Change

### *REQUIRED READINGS SESSION 14*

Scott, Cynthia and Jaffe, Dennis T. (1989). "Understanding organizational loss," Excerpt from Managing Organizational Change. Crisp publications, Inc.

Johnson, Spencer, M.D. (1998). Who Moved My Cheese? New York: G. Putnam's Sons.

Taylor, S. and Gibaja (1998). SW.649a. "Parallel process of micro and macro practice."

## **SESSION 15**

- Summary Worker Self-Care
- Course Evaluation