

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

**SPRING 2008**

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**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. Models of Interpersonal Psychotherapy, Solution-Focused Therapy and Cognitive Behavioral Therapy and organizational change will be taught.

**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
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. GRADING POLICY**

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.

## V. 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.

Course grades will be based on the following:

### MIDTERM PAPER – 45%

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

### FINAL Paper – 45%

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%

## VI. ATTENDANCE

Students are expected to attend all classes. **Students with more than two unexcused absences may risk failure.** This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. Members of the faculty of the School of Social Work are convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

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.

## 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.

### **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. COURSE OUTLINE**

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

##### **Session 1 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 Texts**

- Goldstein & Noonan, (1999). *Short term Treatment and Social Work Practice*, chapters 1 and 2.
- Kanel, Kristi (1999). *A Guide To Crisis Intervention*. Text, Chapters 1,2, & 3.
- Norcross, J.C. & Prochaska, J.O. (May 2002). "Using the stages of change." *Harvard Mental Health Letter*, 18(11).
- Rock, B., Congress, E. (1999). The new confidentiality for the 21<sup>st</sup> century in a managed care environment, *Social Work*, Vol. 44(3), May, pp. 253.

##### **Session 2 Assessment, Differential Diagnosis, Treatment**

- Phases of Treatment

- Suicidal and Homicidal Crisis Management
- Professional Values and Ethical Practice
- Clinical Issues Transference and countertransference
- Role Play & Experiential Exercise

### **Required Texts**

- Goldstein & Noonan, (1999).  
Beginning Phase: Part I Chapter 3  
Beginning Phase: Part II Chapter 4  
Crisis: Chapter 5
- Kanel, Kristi (1999).  
A Multicultural Perspective. Text, Chapter 4.  
ABC Model of Crisis Intervention, Chapter 5  
When Crisis is a Danger, Chapter 6
- Rosen, Bluth, M., Kleinman, I., Lowy, F. (1995). Suicide: the interaction of clinical and ethical issues, *Psychiatric Services*, Vol. 46(9), Sept. pp. 919.

### **Session 3 Middle Phase**

- Middle Phase
- Problem Solving
- Coping
- Role Play

### **Required Texts**

- Goldstein & Noonan, (1999).  
Short term Treatment and Social Work Practice, Middle Phase, Part 1,  
Chapter 5  
Middle Phase, Part II, Chapter 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 4 Developmental Crisis, Loss, and Non-voluntary Clients**

- Loss
- Developmental Crisis
- Non-voluntary Clients
- Ending Phase

### **Required Texts**

- Kanel, Kristi (1999). *A Guide To Crisis Intervention*.

Crisis of Loss. Chapter 7.

AIDS .Chapter 8.

Select Situation Crisis. Chapter 11

- Goldstein & Noonman, (1999).  
Non-voluntary Hard to Reach Clients, Chapter 10.  
Ending Phase, Chapter 7.
- Kanel, Kristi (1999). Epilogue.
- Caroll, Maria M. (1997).  
"Spirituality and clinical social work." Arete. Vol. 22(1), pp. 25.

### **Session 5      Interpersonal Psychotherapy**

- Role Transitions
- Interpersonal Conflict
- Bereavement

#### **Required Texts**

- Harvard Mental Health Letter (Aug. 2004). "Interpersonal Psychotherapy". Vol. 21(2).
- Weinberg, N. (1995). "Does apologizing help? The role of self blame and making amends in recovery from bereavement." Health and Social Work. 20(4).
- Gilliland, Burl E. and James Richard K. (1997). "Personal loss: bereavement and grief." Crisis Intervention Strategies. 3<sup>rd</sup> edition. Pacific Grove. Brooks/Cole Publishing.

### **Session 6 &7      Emotional Disorders**

- Depression
- Anxiety
- Schizophrenia
- Personality Disorders

#### **Required Texts**

- Ellison, M., Morgan, K. (1996). "The relationship between therapy usage and political activism in lesbians." Women and Therapy. Vol. 19(2), pp. 31.
- Gordon, K.C., Baucom, D.H. & Snyder, D.K. (2000). "The use of forgiveness in marital therapy." In M.E. McCullough, K.I. Pargament, & C.E. Thoresen (Eds.). Forgiveness: Theory, Research, and Practice. New York, NY: Guilford Press.
- Goldstein and Nooman, Chapter 9
- Weasel, Lisa (1996). "Seeing Between Lines: Bisexual Women and

## **Session 8 & 9 Selected Focused Therapy**

- Couples and Families

### **Required Texts**

- Goldstein and Nooman, Chapter 11
- Knudson- Martin, Gender and Sexual Orientation in Family Therapy: Toward a Postgender Approach. *Family Relations*, January 2005. Vol. 54, Iss.1; 101
- Miller, G. (1997). "Systems and solutions: the discourses of brief therapy, *Contemporary Family Therapy*." Vol. 19(1), March, pp. 5.
- Nunnally, E. & Lipshik, E. (1990). "Some uses of writing in solution focused brief therapy." *Journal of Independent Social Work*. 4(2), pp. 15-19.
- Shilts, L., Kambo, A., Hernandez, L. (1997). "Clients helping therapists find solutions to their therapy." *Contemporary Family Therapy*. Vol. 19(1), pp. 117.
- White, M., Edwards, S., & Russell, C. (1997). "The essential elements of successful marriage and family therapy: a modified Delphi Study." *American Journal of Family Therapy*. Vol. 25(3), pp. 213

## **Session 10 Substance Abuse**

### **Required Texts**

- Kanel, review chapter 4
- Hodge, Group Treatment for Substance Abuse: A Stages-of- Change Therapy Manual. *Social Work with Groups*. New York:2002, Vol. 25, Iss. 3; p.99

## **Sessions 11, 12, 13 Crisis Intervention and Brief Therapy (CISD)**

- Trauma
- Victimization
- Time Limited Group

### **Required Texts**

- Dore, John (1994). "A model of time limited group therapy for men: its use with recovering addicts." *Group*. Vol. 18(4), pp. 243.
- 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).
- Mackenzie, R. (1996). "Time limited group psychotherapy: has Cinderella found her prince?" *Group*. Vol. 20(2), June.

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

**Session 14 Organizational Loss and Change**

- Managing Crisis
- Managing Change.

**Required Texts**

- Johnson, Spencer, M.D. (1998). Who Moved My Cheese? New York: G. Putnam's Sons.
- Scott, Cynthia and Jaffe, Dennis T. (1989). "Understanding Organizational Loss," "Excerpt from Managing Organizational Change." Crisp publications, Inc.
- Taylor, S. and Gibaja (1998). SW.649a. "Parallel process of Micro and Macro practice."

**Session 15 Course Review, Evaluations, and Worker Self Care**