I. COURSE PREREQUISITES

Students enrolled in SOWK 615 are required to have completed two semesters of foundation year practice.

II. CATALOGUE DESCRIPTION

Theory and multimodal approaches for brief therapy and crisis intervention with diverse clientele in a range of mental health and health settings.

III. COURSE DESCRIPTION

SOWK 615, Brief Therapy and Crisis Intervention, is an advanced clinical practice course designed to teach second year practice students the theories and techniques of brief treatment and crisis intervention. Students will receive historical, theoretical, and clinical information sufficient to work with individuals, couples, families, groups, and organizations. Ethical, professional, transference, and counter transference issues will be addressed as they relate to brief therapy modalities.

IV. COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate knowledge of relevant brief therapy and crisis intervention theories.</td>
</tr>
<tr>
<td>2</td>
<td>Implement brief therapy and crisis intervention models and techniques with individuals' families, groups and organizations.</td>
</tr>
<tr>
<td>3</td>
<td>Treat specific client problems and populations including, but not limited to: Ethnically, culturally and sexually diverse clients, psychiatric, mood and substance abuse issues, medical and community crises</td>
</tr>
</tbody>
</table>
Objective # | Objectives
---|---
4 | Become knowledgeable about research based, best practice models and what client populations are best served by them.
5 | Explore efficacy and ethical issues, raised by managed care and mandated brief therapy for clients.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

This advanced practice course will be taught with a combination of didactic lecture, classroom discussion, videos, and experiential exercises. Students will be expected to work with a client in their field placement agency, applying course content and sharing the process of this experience with classmates.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
<th>SWK 615</th>
<th>Course Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Professional Identity</td>
<td>*</td>
<td>1-5</td>
</tr>
<tr>
<td>2 Ethical Practice</td>
<td>*</td>
<td>1-5</td>
</tr>
<tr>
<td>3 Critical Thinking</td>
<td>*</td>
<td>1-5</td>
</tr>
<tr>
<td>4 Diversity in Practice</td>
<td>*</td>
<td>1-5</td>
</tr>
<tr>
<td>5 Human Rights &amp; Justice</td>
<td>*</td>
<td>1-5</td>
</tr>
<tr>
<td>6 Research Based Practice</td>
<td>*</td>
<td>1-5</td>
</tr>
<tr>
<td>7 Human Behavior</td>
<td>*</td>
<td>1-5</td>
</tr>
<tr>
<td>8 Policy Practice</td>
<td>*</td>
<td>1-5</td>
</tr>
<tr>
<td>9 Practice Contexts</td>
<td>*</td>
<td>1-5</td>
</tr>
<tr>
<td>10 Engage, Assess, Intervene, Evaluate</td>
<td>*</td>
<td>1-5</td>
</tr>
</tbody>
</table>

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.
<table>
<thead>
<tr>
<th>Competencies/ Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Identity</strong>—Identify as a professional social worker and conduct oneself accordingly. Social workers competent in Professional Identity:</td>
<td>1. Advocate for client access to the services of social work.</td>
<td>• Crisis Assessment and Treatment Planning • Case Study • Application Exercise of Brief Therapy • Brief Therapy Demonstration • Class Discussions</td>
</tr>
<tr>
<td>• Serve as representatives of the profession, its mission, and its core values. • Know the profession’s history. • Commit themselves to the profession’s enhancement and to their own professional conduct and growth.</td>
<td>2. Practice personal reflection and self-correction to ensure continual professional development.</td>
<td>• Crisis Assessment and Treatment Planning • Case Study • Application Exercise of Brief Therapy • Brief Therapy Demonstration • Class Discussions</td>
</tr>
<tr>
<td>3. Attend to professional roles and boundaries.</td>
<td></td>
<td>• Crisis Assessment and Treatment Planning • Case Study • Application Exercise of Brief Therapy • Brief Therapy Demonstration • Class Discussions</td>
</tr>
<tr>
<td>4. Demonstrate professional demeanor in behavior, appearance, and communication.</td>
<td></td>
<td>• Crisis Assessment and Treatment Planning • Case Study • Application Exercise of Brief Therapy • Brief Therapy Demonstration • Class Discussions</td>
</tr>
<tr>
<td>5. Engage in career-long learning.</td>
<td></td>
<td>• Crisis Assessment and Treatment Planning • Case Study • Application Exercise of Brief Therapy • Brief Therapy Demonstration • Class Discussions</td>
</tr>
<tr>
<td>6. Use supervision and consultation.</td>
<td></td>
<td>• Crisis Assessment and Treatment Planning • Case Study • Application Exercise of Brief Therapy • Brief Therapy Demonstration • Class Discussions</td>
</tr>
</tbody>
</table>
### Ethical Practice

**Apply social work ethical principles to guide professional practice.**

Social workers competent in Ethical Practice:

- Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.
- Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td><strong>7.</strong> Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td></td>
</tr>
<tr>
<td><strong>8.</strong> Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</td>
<td></td>
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<tr>
<td><strong>9.</strong> Tolerate ambiguity in resolving ethical conflicts.</td>
<td></td>
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<tr>
<td><strong>10.</strong> Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td></td>
</tr>
</tbody>
</table>

- **Crisis Assessment and Treatment Planning**
- **Role Play and Reflective Assignment**
- **Case Study**
- **Brief Therapy Demonstration**
- **Class Discussions**
| Critical Thinking — Apply critical thinking to inform and communicate professional judgments. | 11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. | • Crisis Assessment and Treatment Planning  
• Case Study  
• Application Exercise of Brief Therapy  
• Brief Therapy Demonstration  
• Class Discussions |
| --- | --- | --- |
| Social workers competent in Critical Thinking:  
• Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.  
• Use critical thinking augmented by creativity and curiosity.  
• Understand that critical thinking also requires the synthesis and communication of relevant information. | 12. Analyze models of assessment, prevention, intervention, and evaluation. | • Crisis Assessment and Treatment Planning  
• Case Study  
• Application Exercise of Brief Therapy  
• Brief Therapy Demonstration  
• Class Discussions |
|  | 13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | • Crisis Assessment and Treatment Planning  
• Case Study  
• Application Exercise of Brief Therapy  
• Brief Therapy Demonstration  
• Class Discussions |
| Diversity in Practice — Engage diversity and difference in practice. | 14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. | • Crisis Assessment and Treatment Planning  
• Case Study  
• Application Exercise of Brief Therapy |
| Social workers competent in Diversity in Practice:  
• Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.  
• Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.  
• Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. | 15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. | • Crisis Assessment and Treatment Planning  
• Case Study  
• Application Exercise of Brief Therapy |
|  | 16. Recognize and communicate understanding of the importance of difference in shaping life experiences. | • Crisis Assessment and Treatment Planning  
• Case Study  
• Application Exercise of Brief Therapy |
|  | 17. View themselves as learners and engage those with whom they work as informants. | • Crisis Assessment and Treatment Planning  
• Case Study  
• Application Exercise of Brief Therapy  
• Brief Therapy Demonstration  
• Class Discussions |
**Human Rights & Justice**—Advance human rights and social and economic justice.

Social workers competent in Human Rights & Justice:

- Acknowledge that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.
- Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.
- Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

18. Understand the forms and mechanisms of oppression and discrimination.
19. Advocate for human rights and social and economic justice.

20. Engage in practices that advance social and economic justice.

**Research Based Practice**—Engage in research-informed practice and practice-informed research.

Social workers competent in Research Based Practice:

- Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.
- Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

21. Use practice experience to inform scientific inquiry.
22. Use research evidence to inform practice.
### Human Behavior—Apply knowledge of human behavior and the social environment.

Social workers competent in Human Behavior:

- Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.
- Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

| 23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. | • Crisis Assessment and Treatment Planning  
• Case Study  
• Application Exercise of Brief Therapy  
• Brief Therapy Demonstration  
• Class Discussions |
|---|---|
| 24. Critique and apply knowledge to understand person and environment. | • Crisis Assessment and Treatment Planning  
• Case Study  
• Application Exercise of Brief Therapy  
• Brief Therapy Demonstration  
• Class Discussions |

### Policy Practice—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social workers competent in Policy Practice:

- Understand that policy affects service delivery, and they actively engage in policy practice.
- Know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

| 25. Analyze, formulate, and advocate for policies that advance social well-being. | • Crisis Assessment and Treatment Planning  
• Case Study  
• Application Exercise of Brief Therapy  
• Brief Therapy Demonstration  
• Class Discussions |
|---|---|
| 26. Collaborate with colleagues and clients for effective policy action. | • Crisis Assessment and Treatment Planning  
• Case Study  
• Application Exercise of Brief Therapy  
• Brief Therapy Demonstration  
• Class Discussions |
**Practice Contexts**—Respond to contexts that shape practice.

Social workers competent in Practice Contexts:
- Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.
- Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

<table>
<thead>
<tr>
<th>27.</th>
<th>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</th>
</tr>
</thead>
</table>
| | • Crisis Assessment and Treatment Planning
| | • Case Study
| | • Application Exercise of Brief Therapy
| | • Brief Therapy Demonstration
| | • Class Discussions |

<table>
<thead>
<tr>
<th>28.</th>
<th>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</th>
</tr>
</thead>
</table>
| | • Crisis Assessment and Treatment Planning
| | • Case Study
| | • Application Exercise of Brief Therapy
| | • Brief Therapy Demonstration
| | • Class Discussions |
Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.

- Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals
- Using research and technological advances
- Evaluating program outcomes and practice effectiveness
- Developing, analyzing, advocating, and providing leadership for policies and services
- Promoting social and economic justice

29. Engagement:
   - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
   - Use empathy and other interpersonal skills.
   - Develop a mutually agreed-on focus of work and desired outcomes.

30. Assessment:
   - Collect, organize, and interpret client data.
   - Assess client strengths and limitations.
   - Develop mutually agreed-on intervention goals and objectives.
   - Select appropriate intervention strategies.

31. Intervention:
   - Initiate actions to achieve organizational goals.
   - Implement prevention interventions that enhance client capacities.
   - Help clients resolve problems.
   - Negotiate, mediate, and advocate for clients.
   - Facilitate transitions and endings.

32. Evaluation: Critically analyze, monitor, and evaluate interventions.

- Crisis Assessment and Treatment Planning
- Case Study
- Application Exercise of Brief Therapy
- Brief Therapy Demonstration
- Class Discussions

- Crisis Assessment and Treatment Planning
- Case Study
- Application Exercise of Brief Therapy
- Brief Therapy Demonstration
- Class Discussions

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- Case Study
- Application Exercise of Brief Therapy
- Brief Therapy Demonstration
- Class Discussions
VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-Brief Reaction Paper</td>
<td>Unit 4</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm – Case Study</td>
<td>Unit 7</td>
<td>35%</td>
</tr>
<tr>
<td>#2 -Application Exercise of Brief Therapy</td>
<td>Unit 10 - 11</td>
<td>10%</td>
</tr>
<tr>
<td>Brief Therapy Demonstration</td>
<td>Finals Week</td>
<td>35%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>On going</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each of the major assignments is described below.

Class grades will be based on the following:

ASSIGNMENT #1: BRIEF REACTION PAPER – 10%
Due on Unit 4
During unit 4, the student will watch the HBO documentary “Bellevue Inside Out”. For VAC students, the film is located in Unit 4 of your asynchronous material. All other students may access the film via the internet at http://www.youtube.com/watch?v=1nVEN1Reeew&list=PL64D75B9549BB123D. The student will be required to write a short paper (3 pages maximum) which includes a brief overview of the film, discusses pertinent themes/issues and apply knowledge of crisis theory and intervention to an individual from the film. The student will be graded on how well they demonstrate an understanding of and application of topics discussed in class and the reading material.

I. **Introduction**
   a. Provide a brief overview of the film. (Limit your discussion to 1-2 paragraphs)
   b. Include a discussion of the key topic/subject of the film and what you feel is its overall purpose.
   c. Discuss how the film relates to course material/content.

II. **Reaction/Analysis** - Discuss a minimum of 2 of the following:
   - Do you think the film overlooked or left out anything important? What?
   - Did the film hold your interest? Why or why not?
   - What did you realize as the result of watching this film?
   - What questions does the film raise for you—about the material or other issues?
   - Did the film challenge your existing views about mental health crisis?

III. **Application**
   Select an individual from the documentary.
   a. Using crisis theory describe the development of the crisis for this individual.
   b. How would you apply the Robert’s crisis intervention model to your work with this individual? Use all 7 stages of Robert’s stages as headings. (For example, if the client identifies substance abuse as the last straw precipitant, discuss how you might help the client to generate and explore alternative ways to cope/manage their psychiatric symptoms as means of decreasing future crisis and build resiliency.)
   c. Identify and briefly discuss potential barriers to implementation of your intervention. How might you decrease these barriers?

CASE STUDY MIDTERM ASSIGNMENT – 35%
Due on Unit 7
The purpose of the midterm assignment is to integrate learning obtained from the unit readings and discussion about crisis intervention and apply it to a clinical case. Written work will be evaluated on how
well the student formulates and conceptualizes the case utilizing crisis theory, demonstrates an understanding and application of the Robert’s crisis intervention model to the case study.

The student will choose a case from their internship. If this is not possible, a case from a past internship or work situation is acceptable. If these options are not available, a written case vignette is available.

In the first portion of the assignment you will be expected to develop a case study of a single person which should include the following:

**Brief agency description and the role of the social worker within the agency.**

**Case history**
- Include a brief discussion about the circumstances under which the client presented to your agency for assistance. For example, is the client self-referred, voluntary, involuntary etc.?

**Background of the Problem**
- Include a discussion about similar crisis and strategies the individual utilized to resolve this crisis.

**Description of the presenting problem including pertinent biopsychosocial data as it relates to the individuals current crisis state.**
- Describe/conceptualize the presenting problem using crisis theory
- Include discussion of the crisis precipitant, subjective distress; failed coping and subsequent impairments in functioning precipitated the need for crisis intervention. (This is not simply a retelling of the problem identified; rather you are synthesizing the information provided in your assessment into a clear and concise problem statement.)
- How long has this been a problem and how is it impacted functioning.
- Include a discussion about similar crisis and coping strategies the individual utilized to resolve this crisis.
- Include any relevant cultural/personal factors (sexual identity, traumatic events, significant attachments, etc.) that contribute to the development, maintenance or resolution of the individual’s crisis.

In the second portion of the assignment the student will utilize crisis theory to:

**Apply and describe crisis intervention strategies that may be utilized, using Robert’s stage crisis intervention model.**
- The student is required to discuss each stage of the Robert’s model and specifically discuss how they will offer interventions consistent with the stage being discussed. (For example, what interventions will be implemented to assess lethality (stage 1) or generate and explore alternatives (stage 5)?
  While the student may incorporate and utilize an “eclectic approach” within the second portion of the paper, the student must demonstrate where and how these interventions will be utilized within the Robert’s 7 stage model of crisis intervention.
- The student must include a brief discussion of their clinical rationale which is empirically supported for their intervention plan.

Throughout the paper, provide conceptual and empirical evidence to support your problem formulation and intervention strategies, referencing a minimum of 5 scholarly works, at least 3 of which must be outside materials (i.e., not on the syllabus).

The paper should be 8-10 pages in length (not counting references or title page), double-spaced, with 1-inch margins on all sides. Use citation and referencing styles as specified in the Publication Manual of the American Psychological Association (APA style).

Midterm assignments are due on Unit 7. Papers may be submitted via email. Papers not received by the deadline will lose half a grade point for each day they are late. The evaluation of the paper will be based on whether you
addressed all aspects of the assignment (adequate case description; problem formulation and appropriate interventions; references), the quality of your written work (organization, flow, clarity, grammar, spelling), and the correct application of APA style.

ASSIGNMENT #2 APPLICATION OF BRIEF THERAPEUTIC METHODS—10%

Due on Unit 11

After Unit 10, the student will watch episode of A&E “Obsessed” (video link is posted on Blackboard) which explores symptoms and treatment of Obsessive Compulsive Disorder utilizing CBT. The student will select an individual from the episode and apply knowledge of CBT theory and clinical skills discussed during class and in the reading material. The student will be required to select either Sharon or Patricia and discuss the following:

1. Conceptualize the client’s problem utilizing Cognitive Behavioral formulation.
   • Identify automatic thoughts and core schema demonstrated by the selected individual. (Automatic thoughts and core schema may not be explicitly identified and the student’s discussion of these elements may be hypothesized based on the information given.)
   • Identify emotional and behavioral responses/compensatory strategies that the individual engages in. (Include a discussion of the resulting functional impairments caused by these behaviors.)
   • Include discussion and identify any psychosocial history which may be used to explain and understand the development and maintenance of symptoms. Include identification of any relevant psychosocial stressors experienced by the individual discussed.

2. Identify and describe 2 interventions demonstrated by the therapist that addressed the selected individual’s cognitions.
   • What cognitive interventions would you add?
   • Describe how you would integrate these interventions into treatment (i.e. use of automatic thought records, generating rational alternatives, decatastrophizing etc.)

3. Identify and describe 2 interventions demonstrated by the therapist that addressed the selected individual’s behavioral responses.
   • Describe 1 additional behavioral intervention you would add to enhance the overall efficacy of treatment with this individual? (This may include activity scheduling, activation etc.)

4. Describe barriers that the client demonstrated and evaluate how the therapist managed these throughout the treatment process.
   • What additional methods could be utilized to manage barriers or obstacles to change in the therapeutic process?
   • Discuss how you would utilize CBT to work with barriers within treatment, psychoeducation, motivational interviewing, relapse prevention etc.

BRIEF TREATMENT INTERVENTION DEMONSTRATION AND CRITICAL ANALYSIS— 35%

Presentation will be delivered on last day of class. Presentations will be a maximum of 30 minutes.

Please use all of the following headings for your presentation.

• The student will choose a GROUP Brief Treatment modality. (Seeking Safety, Brief Strategic Family Therapy, Solution Focused Group Therapy, Brief Couples Therapy, etc.)
• Discuss the history of the treatment modality.

• Identify and explore key contributors (authors) of the treatment modality.

• Identify and define key terms of the treatment model.

• What clinical population has demonstrated efficacy with the selected group/family/couple treatment modality? What specific elements of the intervention have demonstrated efficacy? Please include any research findings that support this section.

• What clinical population has been contraindicated for use of this group treatment model? Explain why. Include any research findings to support this section.

• Critically evaluate the use of this treatment model in clinical practice. What are its strengths and weakness of the selected clinical approach?

• The student will present (possibly a recorded) therapy “session,” during which a Brief Therapy intervention is conducted. One student will be the therapist. Others will be the clients.
  • Introduce the interviewee or client:
    • Describe the client in terms of their age, gender, ethnicity, race, sexual orientation, spirituality or other relevant social identities.
    • Describe the presenting problem. Include any relevant biopsychosocial data as it relates to understanding/explaining the “clients” presenting problem.

  • Consider potential issues that the “client” may present with and how to address these issues within the session. Approach the session as you would one in your clinical practice.

  • Examples of interventions may include but are not limited to: the Miracle Question, Socratic Questioning, Homework Assignments, Exposure, Decatastrophizing, Activity Scheduling, etc. There is no expectation of a minimum or maximum number of interventions, however, those offered should be appropriate to the “clients” presenting problem.

**CLASS PARTICIPATION - 10%**

Student is expected to come to and remain in class for entire sessions. Student is expected to participate in class discussions. Texting and working on anything other than course material is considered not participating and participations points will be deducted accordingly.

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>3.85 – 4 A</td>
<td>93 – 100 A</td>
</tr>
<tr>
<td>3.60 – 3.84 A-</td>
<td>90 – 92 A-</td>
</tr>
<tr>
<td>3.25 – 3.59 B+</td>
<td>87 – 89 B+</td>
</tr>
<tr>
<td>2.90 – 3.24 B</td>
<td>83 – 86 B</td>
</tr>
<tr>
<td>2.60 – 2.87 B-</td>
<td>80 – 82 B-</td>
</tr>
<tr>
<td>2.25 – 2.50 C+</td>
<td>77 – 79 C+</td>
</tr>
<tr>
<td>1.90 – 2.24 C</td>
<td>73 – 76 C</td>
</tr>
<tr>
<td></td>
<td>3. – 72 C-</td>
</tr>
</tbody>
</table>
VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

The following textbooks are required readings for SOWK 615. Each book was carefully chosen to expose students to the most essential concepts for this course. There are very few articles on the reading list. We understand that these books are expensive. There are alternative methods for retrieving the readings, including accessing digital copies of books on library reserve services, renting text books from commercial online services, etc.


Additional required and recommended readings may be assigned by the instructor throughout the course.

### Course Overview

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Course Introduction  
Overview of Course Expectations  
Introduction to Crisis Intervention  
Activity |  |
| 2    | Introduction to Crisis Intervention Theory and Clinical Skills  
Development of a Crisis  
General Engagement Skills  
Crisis Assessment |  |
| 3    | Crisis Intervention: Legal and Ethical Considerations  
Mandated Reporting Laws and Professional Guidelines  
Child Abuse / Neglect / Child Sexual Involvement  
Elder / Dependent Abuse / Neglect  
Danger to Self  
Danger to Other or Property / Tarasoff Notification / Duty to Warn | Assignment #1 Due |
| 4    | Crisis Intervention with Special Populations: People with Psychiatric Disorders  
Overview of DSM-IV-TR Diagnostic Criteria  
Crisis Assessment, Establishing Clinical Goals, and Treatment Planning  
Video Activity |  |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>5</td>
<td>Crisis Intervention with Special Populations: Substance Abuse and Intimate Partner Violence</td>
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<tr>
<td></td>
<td>- Substance Abuse: Signs and Symptoms</td>
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<td></td>
<td>- Crisis Assessment and Management of Substance Related Issues</td>
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<td></td>
<td>- Intimate Partner Violence: Assessment and Clinical Skills</td>
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<td>6</td>
<td>Crisis Intervention with Special Populations: Grief, Loss, and Medical Crises</td>
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<td></td>
<td>- Types of Medical / Health Crises</td>
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<td></td>
<td>- Single Session Crisis Intervention</td>
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<td></td>
<td>- Elisabeth Kubler-Ross’s Stages of Grief and Loss</td>
<td></td>
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<tr>
<td></td>
<td>- Crisis of Loss: Assessment, Treatment Planning, and Clinical Skills</td>
<td>Midterm Assignment Due</td>
</tr>
<tr>
<td>7</td>
<td>Types of Group and Organizational Crises</td>
<td></td>
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<tr>
<td></td>
<td>- Critical Incident Stress Debriefing (CISD)</td>
<td></td>
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<td></td>
<td>- Vicarious and Secondary Trauma: Help for the Helper</td>
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<tr>
<td>8</td>
<td>Introduction to Brief Treatment Modalities: Cognitive Behavioral Therapy</td>
<td></td>
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<tr>
<td></td>
<td>- Cognitive Behavioral Therapy: Theory and Basic Principles</td>
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<td>- General Worker Tasks and Interventions at the Beginning, Middle, and Termination Phases of Treatment</td>
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<td>9</td>
<td>Cognitive Behavioral Therapy Clinical Skills Development</td>
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<td>- Identification, Evaluation, and Modification of Automatic Thoughts and Core Schema</td>
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<td>- Common Problems and Pitfalls</td>
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<td>10</td>
<td>Cognitive Behavioral Therapy: Clinical Skills Development</td>
<td>Assignment #2 Due</td>
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<td>- Behavioral Skills Training</td>
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<td>- Video Activity</td>
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<td>11</td>
<td>Cognitive Behavioral Therapy with Special Populations: Clinical Skills Application to People Addictive Disorders</td>
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<td>- Application of Clinical Skills</td>
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<td>- Identifying and Overcoming Resistance and Barriers to Change</td>
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<td>12</td>
<td>Solution Focused Therapy: Basic Principles</td>
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<td>- Theory, Assessment, and Problem Formation</td>
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<td>13</td>
<td>Solution Focused Therapy: Clinical Skills Development</td>
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<td>- Working with clients strengths and “building solutions”: Miracle Question, Exception Finding, Scaling, and Coping Questions</td>
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<td>Unit</td>
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| 14   | - Solution Focused Therapy: Clinical Skills Application to Psychiatric and Addictive Disorders  
|      |        | ➢ Assessment and Clinical Intervention |
| 15   | - Final Assignment, Wrap-Up, and Course Evaluation  
|      |        | ➢ Brief Treatment Demonstrations  
|      |        | ➢ Course Wrap-Up  
|      |        | ➢ Course Evaluations |

STUDY DAYS / NO CLASSES

FINAL EXAMINATIONS
# Course Schedule—Detailed Description

## Unit 1: Course Introduction and Overview

**Topics**
- Course Introduction
- Overview of Course Expectations
- Introduction to Crisis Intervention Theory

**Required Readings**

## Unit 2: Introduction to Crisis Intervention Theory and Clinical Skills

**Topics**
- Introduction to Crisis Intervention Clinical Skills
  - Crisis Assessment
  - Application of Robert’s Model of Crisis Intervention

**Required Readings**

## Unit 3: Crisis Intervention: Legal and Ethical Considerations

**Topics**
- Crisis Intervention: Legal and Ethical Considerations
  - Mandated Reporting Laws and Professional Guidelines
    - Child Abuse / Neglect/Child Sexual Involvement
    - Elder / Dependent Abuse / Neglect
    - Danger to Self
    - Danger to Other or Property / Tarasoff Notification / Duty to Warn

**Required Readings**


## Unit 4: Crisis Intervention with Special Populations: People with Psychiatric Disorders

**Topics**
- Crisis Intervention with Special Populations: People with Psychiatric Disorders
  - Overview of DSM-IV-TR Diagnostic Criteria
- Crisis Assessment, Treatment Planning, and Clinical Skills

**Required Readings**


**Unit 5: Crisis Intervention with Special Populations: Substance Abuse and Intimate Partner Violence**

**Topics**
- Crisis Intervention with Special Populations: Substance Abuse and Intimate Partner Violence
  - Substance Abuse: Signs and Symptoms
  - Crisis Assessment and Management of Substance Related Issues
  - Intimate Partner Violence: Clinical Assessment and Skills

**Required Readings**


**Unit 6: Crisis Intervention with Special Populations: Grief, Loss, and Medical/Health Related Crises**

**Topics**
- Crisis Intervention with Special Populations: Grief, Loss, and Medical / Health Crises
  - Types of Medical / Health Crises
  - Single Session Crisis Intervention
  - Elisabeth Kubler-Ross’s Stages of Grief and Loss
  - Crisis of Loss: Assessment, Treatment Planning, and Clinical Skills

**Required Readings**

NASW Standards for Palliative and End of Life Care.


**Unit 7: Group and Organizational Crisis Worker Burnout and Compassion Fatigue**

**Topics**
- Types of Large Scale Natural and Man Made Disasters
- Critical Incident Stress Debriefing (CISD)
- Vicarious and Secondary Trauma: Help for the Helper

**Required Readings**

Unit 8: Introduction to Brief Treatment Modalities: Cognitive Behavioral Therapy

Topics
- Introduction to Brief Treatment: Cognitive Behavioral Therapy
  - Cognitive Behavioral Therapy: Theory and Basic Principles
  - Assessment, Problem Formulation, and Treatment Planning

Required Readings


Unit 9: Cognitive Behavioral Therapy Clinical Skills

Topics
- Cognitive Behavioral Therapy Clinical Skills
  - General Worker Tasks and Interventions at the Beginning, Middle, and Termination Phases of Treatment
  - Identification, Evaluation, and Modification of Automatic Thoughts and Core Schema
    - Common Pitfalls and Problems
    - Evaluation of Progress and Treatment Outcomes Measurements

Required Readings

Unit 10: Cognitive Behavioral Therapy Clinical Skills

Topics
- Cognitive Behavioral Therapy Clinical Skills
  - Behavioral Skills Training

Required Readings

Unit 11: Cognitive Behavioral Therapy with Special Populations: Clinical Skills Application to People with Addictive Disorders

Topics
- Cognitive Behavioral Therapy with Special Populations: Clinical Skills Application to People with Addictive Disorders
  - Application of Clinical Skills
  - Identifying and Overcoming Resistance and Barriers to Change

Required Readings
Unit 12: Solution Focused Therapy: Basic Principles
Topics
- Solution Focused Therapy: Basic Principles
  - Theory, Assessment and Problem Formation

Required Readings

Unit 13: Solution Focused Therapy: Clinical Skills Development
Topics
- Solution Focused Therapy: Clinical Skills Development
  - General Worker Tasks and Interventions throughout Beginning, Middle, and Termination Phases of Treatment
  - Working with clients strengths and “building solutions”: Miracle Question, Exception Finding, Scaling, and Coping Questions
    - Common Pitfalls and Problems
  - Evaluation of Progress and Treatment Outcomes Measurements

Required Readings
Unit 14: Solution Focused Therapy: Clinical Skills Application to Psychiatric Disorders

Topics
- Solution Focused Therapy: Clinical Skills Application to Psychiatric Disorders
  - Assessment and Clinical Interventions

Required Readings

Unit 15: Final Assignment Demonstrations, Wrap-Up, and Course Evaluation

Topics
- Final Assignment Demonstrations, Wrap-Up, and Course Evaluation
  - Brief Treatment Demonstrations
  - Course Wrap-Up
  - Course Evaluations
University Policies and Guidelines

IX. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. 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 email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class 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.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. Statement for Students with Disabilities

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.

XII. 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.
Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at https://trojansalert.usc.edu.

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<tr>
<th>UNIVERSITY PARK CAMPUS</th>
<th>ACADEMIC CENTERS</th>
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<tbody>
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<td>City Center</td>
<td>Orange County</td>
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<td>Faculty Parking Lot</td>
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<td>MRF</td>
<td>San Diego</td>
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<td>McCarthy Quad</td>
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Do not re-enter the building until given the “all clear” by emergency personnel.

**XIII. Statement about Incompletes**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by the instructor and reported on the official “Incomplete Completion Form.”

**XIV. Policy on Late or Make-Up Work**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

**XV. Policy on Changes to the Syllabus and/or Course Requirements**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

**XVI. Code of Ethics of the National Association of Social Workers**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

**Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.
The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. Complaints

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

XVIII. Tips for Maximizing Your Learning Experience in this Course

- Be mindful of getting proper nutrition, exercise, rest and sleep!
- Come to class.
- Complete required readings and assignments BEFORE coming to class.
- BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- Come to class prepared to ask any questions you might have.
- Participate in class discussions.
- AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.