Prerequisites: Social Work, Social Welfare, and U.S. Society (SW220), Human Behavior and the Social Environment (SW530), Fundamentals of Social Work Research (SW540), Social Work Research Seminar (SW541), Fundamentals of Social Work Practice (SW510), Community and Organizational Dynamics and Human Behavior (SW532), and Topics in Diversity (SW555).

I. COURSE DESCRIPTION-RATIONALE

In keeping with the mission of the University of Kansas School of Social Work, this course is designed to meet the educational needs of students in multiple areas related to crisis intervention. Because crisis transcend situations, it is necessary that crises intervention be taught from a generalist perspective. Students will be provided with broad based, holistic information about the nature of crisis work and be introduced to a range of assessment and intervention plans. The course will emphasize the importance of rapid formulation of intervention plans based on existing strengths and resources.

Students will examine various crisis situations and levels of crisis and will be expected to understand the range of significance they may have on the individual, family, and community systems. Students will purposefully examine their use of self and social work ethics in working with vulnerable clients in times of crisis.

Students will be guided through the process of scholarly inquiry as it relates to the practice of crisis intervention. In addition, students will be expected to critically examine the impact of research on practice and the importance of designing client specific services that incorporates best practices research.

The course will promote an understanding of the impact of working in crisis intervention and the importance of safety and self care for professionals.

II. EDUCATIONAL OUTCOMES

1. Demonstrate knowledge of crisis theory through the development of a generalist theoretical perspective and appropriate assessment and intervention strategies. (BSW Program Objectives 1, 6, 7).
2. Establish relationships quickly across a diverse group of people and establish intervention plans that take pre-crisis forms of chronic stress into consideration (BSW Program Objectives 2, 3, 10).

3. Demonstrate the ability to communicate in oral and written formats at the level expected for professional social workers interacting within a diverse group of colleagues, community members, and client populations (BSW Program Objective 10, 11).

4. Identify and critically analyze systemic barriers that have contributed to marginalization and oppression of the affected population, and formulate intervention strategies with this understanding. In addition, identify and utilize systemic strengths and resources of the individuals and systems (BSW Program Objectives 1, 3, 4, 11).

5. Articulate the knowledge and skills required for use of self in crisis intervention, in addition to demonstrating the use of self with diverse client populations (BSW Program Objective 13).

6. Articulate the role of social work values and ethics in crisis intervention planning and intervention (BSW Program Objective 2).

III. INTERWEAVING CURRICULUM THEMES

1. Practice Centeredness: This overarching Social Work theme relates closely to practicing in crisis intervention. The course assists students in developing a repertoire of responses to various crisis situations. The class provides students a venue to learn, apply, and demonstrate a competency in crisis intervention.

2. Strengths: One of the basic responses to crisis is to assess strengths of an individual, group, or community, for it is on these strengths that appropriate interventions will be based. Social work students will learn specific techniques for assessing and building interventions around existing resources and strengths, with emphasis on the rapid formulation of a strengths-based intervention.

3. Social Justice: The experience of social justice (or injustice) by an individual, group, or community directly impacts the inter and intra personal perception of crisis. Students will be encourage to look at barriers, systemic interaction, and experience of multiple stakeholders in the creation, experience, and resolution of crisis.

4. Diversity: The cultivation of skills which are reflective of knowledge, appreciation, and sensitivity of diverse populations are integral to effective crisis work. Crisis is a subjective experience, and this experience is filtered by individual diversity represented in the many client groups social worker’s will be called upon to serve.
5. Critical Perspective: Social Work students will be encouraged to question, reflect upon, and systemically evaluate theoretical frameworks and traditional interventions. The analysis of crisis response from a critical perspective will be utilized as a teaching tool throughout the course, with conceptual and practice models being both subject to critical dissection. Students will be challenged to explore the highly individualized nature of crisis and learn to formulate interventions strategies to enrich practice in general.

IV. THE LIBERAL ARTS PERSPECTIVE

The current concept of crisis resolution is best represented by the Chinese symbol for Crisis, which is interpreted as meaning both opportunity and danger (Slaikeu, 1990). In Ancient Greek writing, the interpretation for crisis means decision and judgment (Slaikeu, 1990). This course is designed to assist the student in utilizing his/her skills to assist clients in defining a successful resolution to their crisis, and utilizing the time of crisis as a conduit for change thus enhancing the ability of the client to problem solve in the future. Successful resolution of crisis, and an increased ability to problem solve are liberating to the human spirit, enhance one’s own intellectual abilities, and are freeing in nature.

The same external circumstance can occur in many individual’s lives simultaneously (a natural disaster, for example), can be universally devastating, yet individualized to the person experiencing it. The very nature of crisis is that it occurs and is perceived through a filter of personal experience and context. For this reason, the School of Social Welfare is committed to providing liberal arts education which will produce practitioners with the ability to understand the systemic impact as well as the importance of personal experience.

Finally, the liberal arts perspective commits us to understanding the importance of values and moral purpose in the development, accumulation, and employment of knowledge. What we seek is bodies of knowledge which allow us to understand the forces which restrain and restrict human energy, and which allow us to come to grips with moral and social problems that undermine the human spirit.

V. PROFESSIONAL PURPOSES AND VALUES

This course examines how social work values and ethics guide practice from assessment through outcome evaluation, and considers the tensions inherent in operational zing core values as they relate to work with vulnerable groups. Recent events involving natural and person made disaster have brought to light the importance of examining how values, ethics, and resultant social policy impact the experience of disaster. This course challenges students to think critically about the interaction of ideas and values embedded in our culture.
VI. PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS

The Crisis Intervention course content prepares the student for working with diverse populations through a thorough review of the range of individual, group, and community responses to certain situations. No single course curriculum can cover every specific type of crisis or every specific representation of diversity. Therefore, this course focuses on teaching students appropriate methods of inquiry to assist in determining the significance of certain events, and the broader meaning of the event to the individual and to the community across diverse settings.

VII. TOPICS

Assumptions and Components of Crisis Theory – A Generalist Practice

Developmental and Situational Crisis

Range of Responses to Crisis Experience

Frameworks for Crisis Assessment

Intervention Techniques for Various Phases and Types of Crisis

Crisis Intervention with Diverse and Vulnerable Groups

Crisis Intervention and Social Work Ethics and Values

Social Worker Self Care

VIII. RECOMMENDED READINGS

Books:


Articles and Book chapters:


**IX. RECOMMENDED ASSIGNMENTS**

**1) Weekly Generalization/Reflection Papers**

This assignment is designed to assist students in generalizing the information acquired in class to practice situations. At the end of each class period students will be given approximately 2-3 questions that are to be answered and handed in by 12:40 of the next class period. Each week the questions will pertain to the information that was discussed in class. The questions to be answered will vary from week to week.

**2) “A Challenging Aspect of Crisis” Paper**

Crisis situations can be very difficult to deal with. The situations may place social workers in a unique situations that they’ve never experienced, they may trigger some thoughts or feelings about their past, or they might put us in a position that challenges social workers’ morals or values. The purpose of this assignment is to increase students’
abilities to critically analyze their strengths and limitations and to increase their knowledge and efficacy within a particular aspect of crisis.

The paper would be:
- At least 5 full pages, no longer than 7 pages
- Include one personal interview
- Include 2 peer review references

The paper would address the following questions:

a. What aspect of crisis is problematic or challenging for you?
b. What are your strengths and limitations in regard to this aspect of crisis?
c. What are your biases or beliefs about this aspect?
d. What are your concerns, fears, issues, or problems?
e. How do your values and morals affect this aspect?
f. What, if any, policies affect this aspect of crises?
g. What thoughts, beliefs, or behaviors might you alter to help you with this challenging aspect?
h. What skills do you need to increase your efficacy?
i. What did you learn while writing this paper? How will it impact your work with clients in crisis?

(3) In-Class Assessments

Working in the area of Crisis Intervention requires rapid formulation of relevant assessment information and preliminary intervention strategies. The instructor will present case scenarios during class time and students will be asked to divide into groups to assess the situation and develop an intervention strategy. Each group will have a series of questions to be answered and turned in to the instructor. Each group will present their assessment and strategy in class.

X. GRADING

**BSW GRADING SCALE**

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<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
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<td>B+</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>D</td>
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<td>A-</td>
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<td>B-</td>
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<td>C</td>
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A. **Incomplete grades.** A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to
complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

B. The Master syllabi should specify:
Attendance policies for BSW courses. For example: Class attendance is very important. More than two absences could result in the loss of all your attendance points. More than four absences will result in failure in this class. If you have missed two classes, please arrange an appointment with me to discuss the reasons for the absence and to arrange for make-up work that will count toward your class participation points. Points are deducted for missing class and coming to class late (3 pts. for each absence/lateness).

Individual instructors’ syllabi should specify the following:

C. The weighting of each assignment in the course and the dates by which they are done.

D. For every assignment, explain the standards used for grading.

E. If class participation is part of the grade, indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every class missed.

F. Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ____ for each day, week, etc.

G. Indicate how final grades will be determined.

XI. SPECIAL CONSIDERATIONS
Students who have special educational needs of any kind, including those related to learning disabilities, other disabilities, English as a second language should discuss necessary accommodations with the instructor within the first two sessions of the course. The university and School of Social Welfare are committed to provide supportive programs and accommodations to assist students who have special learning needs to successfully meet course expectations. In particular, students who feel that they have a disability that may require accommodation should advise the instructor of such disability and desired accommodation as soon as one obtains written documentation of the disability. The instructor will work with the student and the office of Services for Students with Disabilities to provide reasonable accommodations.

Please notify the instructor if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements.
XII. RECORDING AND SHARING RECORDINGS OF LECTURES

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

XIII. HIPAA REGULATIONS

The Health Insurance Portability and Accountability Act (HIPAA) requires that any personal information that may identify a person must be removed to protect confidentiality. Confidentiality applies to both classroom discussions and to written work. Please follow these simple, yet essential guidelines:

- Always disguise the name and other personal identifying information when you speak and write about a person, following the guidelines established by HIPAA.
- If writing in great detail about a client, ask permission from the client.
- Share nothing about specific clients, agencies or other students outside of the classroom.

Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics and state guidelines.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XIV. INSTRUCTOR AVAILABILITY

Provide students with information on how to see and/or reach you.

XV. INCLEMENT WEATHER POLICY

In the event of inclement weather students should call
- Lawrence: the University (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, (800) 766-3777
- Edwards Campus: (913) 897-8499
- KCKCC Campus: (913) 334-1100

to determine if classes have been cancelled. Class will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.