

The University of Texas at El Paso
MSW Program
SOWK 5393 Special Issues: Crisis Intervention

Instructor: Rosario E. Olivera
Email: reolivera@utep.edu
Term: Fall 2020
Classroom: Blackboard/Zoom
Office Hours: By appointment

Office: Health Science Nursing Bld.
Phone: 915-747-8397
Class Meeting Time: 3:00pm–5:50pm, Monday.

I. Course Description:

This course is an overview of crisis intervention. Major theoretical models of situational crises are examined and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis interventions. Special emphasis is given to research in suicidality, disaster psychology, and crisis management for public schools. Topics of discussion include emergencies such as natural disasters, terrorism, school violence, abuse, and crisis interventions.

II. Course Competencies

By the end of the semester, the student will:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Critically analyze, monitor, and evaluate intervention and program processes and outcomes;
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Delivery Method:

This course incorporates mindtap, discussion board, self learning, and presentations. This is mainly an online course. Students will engage in independent active learning including rich blackboard discussions, case analyses, and other activities. Other teaching strategies include quizzes, student poster session presentations, viewing videos demonstrating crisis intervention strategies, and written assignments. Students are expected to be a self-directed learner/reader of the text & other course materials.

Outcomes:

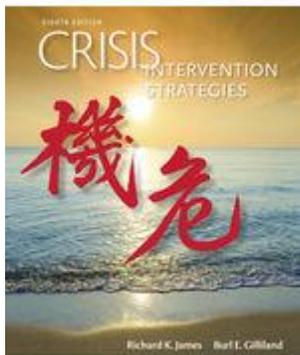
The Student will:

1. Become aware of differences between the need for crisis counseling and typical counseling.
2. Describe the basic characteristics of crisis intervention theory
3. Delineate the steps to assess and work with clients with suicidal or homicidal ideation
4. Develop skills and abilities to work within and enhance crisis teams either in school or local agencies
5. Recognize and intervene in family crises
6. Understand the macro and micro needs of populations dealing with major disasters

III. Course Materials

Required Text: Students will need access to MindTap of the following book

Texts and Mindtap required:



Crisis Intervention Strategies , 8th Edition

Richard K. James; Burl E. Gilliland
ISBN-10: 0-357-67065-5
ISBN-13: 978-0-357-67065-1

Purdue Online Writing Lab (OWL) OWL (<https://owl.english.purdue.edu/owl/>) provides writing resources for free. The homepage links to other resources, including APA style guides. If you are not familiar with APA style writing, please visit this website and learn how to write in APA academic writing style.

IV. Course Assignments

Grades for the course will be assigned based on the total number of points earned out of a total of 1000 points available. Points correspond to the following course assignments:

1) In class Exercises & Participation (25%) or 250 pts

Students will be expected to participate in various class activities to practice and demonstrate their emerging social work practice skills and knowledge on crisis intervention. Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Your class attendance and active participation is vital not only to your learning, but to your classmates' learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions. Virtual in-class exercises and participation include completion of weekly readings, quizzes, MindTap activities, discussion on Blackboard, small group discussion, and virtual role plays. Students will earn the points for their participation based on their participation and completion on these activities. **Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.**

2) Quizzes (20%) or 200 pts

Each student will complete quizzes available on **blackboard by due date/time listed in the Course Outline**. The quizzes are based on the assigned readings each week. This will support your learning and understanding of class materials. **Because quizzes are designed to contribute to your learning each week, they cannot be made up after their due date has passed.**

2) Discussion Board. (25%) 250 points

Each student will answer to the discussion board post and respond to 2 classmates. Response must have evidence to support your opinion and share a learning moment.

Evidence-Based Practice (30%) or 300 pts

Crisis Intervention Class Presentation and Paper: This paper will be done in a group. The purpose of this assignment is to provide students with the opportunity to research and present information concerning a current topic in crisis intervention (police crisis intervention, schools, disaster, military, etc). Additionally, students will have the opportunity to organize and facilitate a class discussion concerning this topic. Students will choose a crisis topic. Students must utilize outside at least 5 scholarly references and should not rely solely on the text. Each presentation including discussion should be planned for a 45-60 minute segment. In addition, students should provide class members with a one page summary of key points. Within the presentation, student will include an event and lead the event discussion. The instructor and your classmates will evaluate presentations by the following criteria:

1. Presentation was organized logically with an introduction, major points, intervention strategies and usage, and conclusion.
2. The topic was clearly presented.
3. Visual aids were effective (handout, power-point, etc.).
4. The presentation included information not from the textbook. (5 scholarly sources)
5. The presentation captured interest and attention of the audience.
6. The presenter demonstrated creativity in the presentation and in facilitative activities.
7. The presenter was knowledgeable.

8. The presenter was clear and concise using correct grammar and defining terminology that might be unfamiliar to the audience.
9. The presenters demonstrated facultative skills in leading class discussion.
10. Facilitative activities contributed to class members' understanding of the topic.
11. Student demonstrated knowledge of crisis intervention skills and theory
12. The students were able to utilize a model of crisis intervention and explained why they chose it

When you choose your event and prepare to present and write your paper consider the following:

Background of the individual (1 page maximum)

Provide the current demographic data regarding the individual (i.e. yourself/client/family member, etc). Include variables such as age, gender, ethnicity, SES, education, etc. Write a brief description of the individual's life situation. All information is confidential.

Description of the Crisis Situation (3 page)

Provide a chronology of the traumatic event faced by the individual and significant others involved in the event. Include significant details to portray the situation.

Response to the Event (2 pages)

Address how individual responded to the crisis or event. In addition, mention how significant others in his/her environment reacted to the event and how this influenced the individual. Reactions include that of emotional, cognitive, psychological, spiritual, etc.

Current Response to Crisis or Traumatic Events (2 pages)

Outline the factors that you consider most important in the life of the individual that influenced how he/she currently responds in stressful situations. Support your responses with information from the initial event that influences how you currently respond to crisis.

Life Lessons (2 pages)

Discuss your greatest life lessons as a result of learning about crisis intervention. What lesson did you learn when placing your self in the shoes of the person in crisis. In addition, consider whether or not you would make an effective counselor for someone facing a crisis similar to one you have had.

Personal Comments (Each member will turn in a one to two page reflection)

Include any thoughts or feelings you would like to share to close. It may be helpful to consider if the event or situation you described has influenced who you are today.

V. Grading

A = 100 - 90 %

B = 89.9 - 80 %

C = 79.9 - 70 %
D = 69.9 - 60 %
F = 59 %

VI. CLASS POLICIES

Syllabus Changes: The instructor reserves the right to make changes to the syllabus at any point during the semester.

Late Assignments: Any assignment that is not turned in by the due dates/times specified in the course syllabus (See Course Outline) will be considered late. While extenuating circumstances may be taken into consideration, late assignments will be lowered by 10% of point value for each day the assignment is late. Assignments past due three days are not accepted. **No late assignments are allowed for in-class exercises and participation, discussion board and quizzes because these activities are designed to contribute to your learning each week and they cannot be made up after their due date has passed.**

Attendance and the Drop Deadline: Students who miss more than **TWO** virtual class meetings will be dropped from the class. Extenuating circumstances may be taken into consideration at the instructor's discretion. **Documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.) within a reasonable time frame.**

Students wishing to drop a course and receive a grade of W must do so prior to the Drop Deadline. Dropping a course after that time will result in an automatic grade of F.

Technology Requirements: Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop, a webcam, and a microphone. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

Alternative means of submitting work in case of technical issues: Students are strongly encouraged to submit their work with plenty of time to spare in the event that they have a technical issue with the course website, network, and/or their computer. I also suggest you save all your work (e.g., answers to discussion points, quizzes, mindtap activities, etc.) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

Email: UTEP email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their UTEP email for university and course-related information and announcements. Students are expected to use their UTEP accounts and are responsible to keep

the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently (minimum of twice/week) to stay current with course-related communications, some of which may require responses within specific time limits.

Confidentiality: Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

Professional Conduct in Class: Students are expected to act like professionals in class. This means arriving at virtual class room on time, being prepared to participate in the class discussion, paying attention during class activities and discussions, not holding side conversations nor monopolizing conversations, or engaging in any activities that disturb other members of the class (e.g., texting, emailing, dominating discussions, disrespectful behavior) and showing respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism.

Familiarize yourself with Netiquette found in Blackboard Home Page.

Classroom Civility: A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to the concerns and opinions of others with openness and provide suggestions.

Tips for Online Participation/Discussion

- **Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- **Be Forgiving:** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- **This is Permanent:** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.
- **Test For Clarity:** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your

message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

- **Remember Your Place:** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
- **Follow the Parameters/ Stick To The Point:** Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
- **Read First, Write Later:** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
- **Blackboard is NOT a Public Internet Venue:** All postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. *Any disruptive behavior that interrupts faculty's ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Office of Student Conduct and Conflict Resolution.* Please check the links below for further information.

- [UTEP Handbook of Operating Procedures](#)
- [UTEP Office of Student Conduct and Conflict Resolution](#)
- [UTEP Office of Institutional Compliance](#)

Class Recordings: The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Copyright Statement for Course Materials: All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 PRECAUTIONS: You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you

should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

VII. Students with Disabilities: Americans with Disabilities Act

The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing The Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodation, and assists the instructor in providing accommodation. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](http://sa.utep.edu/cass/) (CASS).

If you have or suspect you may have a disability and need accommodations, you should contact The Center for Accommodations and Support Services (CASS) at 915-747-5148. You can also email the office at cass@utep.edu or apply for accommodations online via the [CASS portal](http://sa.utep.edu/cass/). For additional information, visit the CASS Website at <http://sa.utep.edu/cass/>.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

VIII. ACADEMIC DISHONESTY

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. According to the University of Texas at El Paso's Handbook of Operating Procedures (1.2.2.1), Scholastic Dishonesty is defined as:

"Any student who commits an act of scholastic dishonesty is subject to discipline.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the

submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. To learn more [HOOP: Student Conduct and Discipline](#).

IX. Title IX Statement

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

Related Resources

- Center Against Family Violence Hopelines: **915.593.7300 or 1.800.727.0511**
- El Paso Police Department (**911**) or UTEP Police Department (**747-5611**).
- For suspected harm of children or older persons, Child/Adult Protective Services **1-800-252-5400**.
- National Domestic Violence Hotline **1-800-799-SAFE (7233)**.

Student Support Services

All students experience stress and emotional challenges. The following resources can help those feeling stressed, experiencing loss, and considering ending their life.

- [Counseling and Psychological Services](#): UTEP's Counseling and Psychological Services offers free counseling to all students with the same number leading to an after-hours crisis line: **(915) 747-5302**
- Mental Health Crisis Line **(915) 779-1800**
- National Suicide Prevention Hotline **1-800-273-8255** and Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) **(915) 534-5478**
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.

Course Outline

[This course schedule is subject to change]

Topic/Chapter	Assignments	Points
	Crisis Intervention Strategies , 8th Edition Richard K. James; Burl E. Gilliland ISBN-10: 1-305-27147-5 ISBN-13: 978-1-305-27147-0	
Chapter 1 Approaching Crisis Intervention <u>Week 1</u> <u>August 24th</u>	Why am I here? Polling Activity Quiz: Did I get it? Video Activity: Triage Assessment of a Battered Woman Video Activity: Early Crisis Intervention Case Study: You Decide on Communicating a Crisis Helper Studio: Characteristics of a Crisis and the Crisis Worker What does this mean to me? Reflection Activity	1 20 10 10 10 60 2
Chapter 2 Culturally Effective Helping in Crisis <u>Week 2</u> <u>August 31st</u>	Why am I here? Polling Activity Quiz: Did I get it? Video Activity: Multicultural Crisis Case Study: You Decide on Diversity in a Multicultural World What does this mean to me? Reflection Activity	1 15 10 10 2
Chapter 3 The Intervention and Assessment Models <u>Week 3</u> <u>September 7th</u>	Why am I here? Polling Activity Quiz: Did I get it? Video Activity: Hybrid Model – A Pregnant Woman with a Group Video Activity: Woman Losing Custody of Child Case Study: You Decide on Finding Equilibrium Helper Studio: Brittany What does this mean to me? Reflection Activity	1 15 10 10 10 45 2
Chapter 4 Tools of the Trade	Why am I here? Polling Activity Quiz: Did I get it? Video Activity: Relationship Crisis	1 15 10

Week 4	Case Study: You Decide to Listening to Others in Crisis	10
September 14th	Helper Studio: Basic Hybrid Skills Model	45
	Helper Studio: Listening in Crisis	60
	What does this mean to me? Reflection Activity	2
Chapter 5	Why am I here? Polling Activity	1
Crisis Case Handling	Quiz: Did I get it?	15
	Video Activity: A College Student with BPD	10
	Video Activity: Hybrid Model – A War Veteran with PTSD	10
Week 5	Case Study: You Decide on Crisis Cases vs. Long Term	10
September 21	Therapy	45
	Helper Studio: Hybrid Model: A Pregnant Woman	2
	What does this mean to me? Reflection Activity	
Chapter 6	Why am I here? Polling Activity	1
Telephone and Online	Quiz: Did I get it?	15
Crisis Counseling	Helper Studio: Crisis Line	45
	Case Study: You Decide on Challenging Calls	10
Week 6	What does this mean to me? Reflection Activity	2
September 28		
Chapter 7	Why am I here? Polling Activity	1
Posttraumatic Stress	Quiz: Did I get it?	15
Disorder	Video Activity: Hybrid Model – A War Veteran with PTSD	10
Week 7	Case Study: You Decide on Reacting to Trauma	10
October 5th	What does this mean to me? Reflection Activity	2
Chapter 8	Why am I here? Polling Activity	1
Crisis of Lethality	Quiz: Did I get it?	15
	Video Activity: Crisis of Lethality Towards Others	10
Week 8	Video Activity: A High School Student Being Bullied	10
October 12th	Case Study: You Decide on Feeling Unable to Go On	10
	Helper Studio: Amy on Crisis Hotline	45
	What does this mean to me? Reflection Activity	2

Chapter 9	Why am I here? Polling Activity	1
Sexual Assault	Quiz: Did I get it?	15
	Video Activity: The Stigma of Sexual Assault	10
<u>Week 9</u>	Video Activity: Crisis in the Workplace	10
<u>October 19th</u>	Case Study: You Decide on Healing from Sexual Assault	10
	Helper Studio: Sensitivity in Assessment	45
	What does this mean to me? Reflection Activity	2
Chapter 10	Why am I here? Polling Activity	1
Partner Violence	Quiz: Did I get it?	15
	Video Activity: A Minimizing Batterer	10
<u>Week 10</u>	Video Activity: Partner Jealousy	10
<u>October 26th</u>	Case Study: You Decide on Dealing with Domestic	10
	Helper Studio: Personality Assessment	60
	What does this mean to me? Reflection Activity	2
Chapter 12	Why am I here? Polling Activity	1
Personal Loss:	Quiz: Did I get it?	15
Bereavement and Grief	Video Activity: A Displaced Worker	10
	Video Activity: Unexpected Loss	10
<u>Week 11</u>	Case Study: You Decide on Moving Through Loss	10
<u>November 2nd</u>	Helper Studio: Empathy in Loss	60
	What does this mean to me? Reflection Activity	2
Chapter 13	Why am I here? Polling Activity	1
Crises in Schools	Quiz: Did I get it?	15
	Video Activity: A Bullied High School Student	10
	Video Activity: Client Support	10
<u>Week 12</u>	Case Study: You Decide on Mobile Bullying	10
<u>November 9th</u>	Helper Studio: Jerry	45
	What does this mean to me? Reflection Activity	2
Chapter 14	Why am I here? Polling Activity	1
Violent Behavior in	Quiz: Did I get it?	15
Institutions	Video Activity: Violence on Campus	10
	Case Study: You Decide on Workplace Violence	10
<u>Week 13</u>	What does this mean to me? Reflection Activity	2
<u>November 16th</u>		

Chapter 15	Why am I here? Polling Activity	1
Legal and Ethical Issues on Crisis of Trauma	Quiz: Did I get it?	15
	Video Activity: Legal and Ethical Issues in Crises	10
	Case Study: You Decide on When to Warn	10
<u>Week 14</u>	Helper Studio: Client Safety and Confidentiality	60
<u>November 23rd</u>	What does this mean to me? Reflection Activity	2
Chapter 17	Why am I here? Polling Activity	1
Disaster Response	Quiz: Did I get it?	15
	Video Activity: Disaster Response	10
<u>Week 14</u>	Case Study: You Decide on When Disaster Strikes	10
	What does this mean to me? Reflection Activity	2

