



# COURSE OUTLINE

## SSW0222

Prepared: Leanne Murray, MSW, RSW    Approved: Martha Irwin, Chair of Community Services & Inter-disciplinary Studies

<b>Course Code: Title</b>	SSW0222: CRISIS INTERVENTION/RESOLUTION FOR CICE											
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN											
<b>Department:</b>	C.I.C.E.											
<b>Semester/Term:</b>	18W											
<b>Course Description:</b>	The course is designed for Social Service Worker Students to increase knowledge and skills for crisis intervention practice with individuals, families, groups and communities. Students will study evidence-based applications of theory to practice with identified at-risk populations. Recent research supports a resiliency based approach to promote crisis resolution particularly in a multi-cultural society. Application, analyses and discussion will center on crisis intervention as it applies to social work practice.											
<b>Total Credits:</b>	3											
<b>Hours/Week:</b>	3											
<b>Total Hours:</b>	45											
<b>Course Evaluation:</b>	Passing Grade: 50%, D											
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Case Study Assignment</td> <td>20%</td> </tr> <tr> <td>Crisis Intervention Assignment</td> <td>30%</td> </tr> <tr> <td>Skill Acquisition &amp; Professional Development/Participation</td> <td>10%</td> </tr> <tr> <td>Tests/Exams</td> <td>40%</td> </tr> </tbody> </table>		Evaluation Type	Evaluation Weight	Case Study Assignment	20%	Crisis Intervention Assignment	30%	Skill Acquisition & Professional Development/Participation	10%	Tests/Exams	40%
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<b>Books and Required Resources:</b>	Elements of Crisis Intervention by Greenstone, J. & Leviton, S. Publisher: Brooks/Cole Cengage Learning Edition: 3rd Ed											
<b>Course Outcomes and Learning Objectives:</b>	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <p><b>Course Outcome 1.</b></p>											



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Demonstrate knowledge of theoretical approaches for crisis intervention.

### **Learning Objectives 1.**

- (a) Identify and understand theoretical foundation of crisis work.
- (b) Familiarize with concepts of resiliency research and its application to crisis intervention.
- (c) Define crisis from multiple perspectives.
- (d) List and describe the goals and skills of crisis intervention.
- (e) Describe the stages(process) of crisis intervention/resolution.

### **Course Outcome 2.**

Demonstrate understanding of crisis response of individuals, families, groups and communities.

### **Learning Objectives 2.**

- (a) Differentiate between crisis, stress, trauma.
- (b) Understand the facets of the crisis experience (behavioural, affective, somatic, interpersonal, cognitive, and spiritual).
- (c) Recognize situational, developmental, environmental, and existential crisis and the common associated responses.
- (d) Develop knowledge and skill in the crisis process & resolution of individuals, families, groups and communities.

### **Course Outcome 3.**

Demonstrate ability to incorporate resiliency factors in crisis assessment & intervention.

### **Learning Objectives 3.**

- (a) Recognize crisis as both a “threat” & an “opportunity” for enhanced growth and functioning.
- (b) Identify and amplify strengths, capacities and resources that promote crisis resolution.
- (c) Appreciate the ability of people to survive and transcend crisis experiences.
- (d) Formulate effective assessment and intervention questions that facilitate the change process.



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### **Course Outcome 4.**

Demonstrate skill in the application of selected crisis models.

### **Learning Objectives 4.**

- (a) Develop and maintain professional, collaborative helping relationships that adhere to SSW Code of Ethics & Standards of Practice
- (b) Apply effective rapport building, validation, listening and empathetic skills to facilitate the client sharing the "crisis" story
- (c) Appreciate the value of the relationship as a fundamental tool to intervention
- (d) Identify and assess the contributing aspects of the "crisis" and promote the protective factors for resolution from an individual, environmental and interpersonal perspective
- (e) Follow the steps of resolution-focused crisis intervention with individuals, families and groups
- (f) Identify and maintain current knowledge of community resources
- (g) Make effective suggestions and referrals
- (h) Describe community-wide approaches to crisis intervention

### **Course Outcome 5.**

Demonstrate knowledge of intervention with specific areas of crisis.

### **Learning Objectives 5.**

- (a) Describe "common" crisis responses in specific areas of crisis (i.e. suicide, grief & loss, family violence, developmental situations, AIDS & HIV, trauma, school/community tragedies) in accordance with current research & knowledge.
- (b) Integrate crisis theory, concepts and techniques appropriate to the needs of the client.
- (c) Demonstrate ability to skillfully implement, develop and evaluate crisis model(s) to address specific area of crisis.

### **Course Outcome 6.**

Demonstrate ability to adapt crisis model(s) and strategies to diverse populations.



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### **Learning Objectives 6.**

- (a) Responsive and respectful to diverse groups including (but not limited to) race, ethnicity, culture, income, gender, sexual orientation, developmental & physical ability, age.
- (b) Awareness of personal values and attitudes with respect to diversity and assumes personal/professional responsibility to not impose on client(s).
- (c) Demonstrates knowledge of multi-cultural approaches to crisis intervention.
- (d) Identifies and adopts culturally safe strategies to reflect the diverse needs of clientele.

### **Course Outcome 7.**

Demonstrates knowledge of self and professional care practices critical to crisis intervention.

### **Learning Objectives 7.**

- (a) Describes and identifies signs of vicarious trauma, burn-out and stress and adopts self-care prevention strategies.
- (b) Critically examines professional use of self and personal limits involved in Crisis Intervention.
- (c) Understands own psychological, emotional, and cognitive processes and dynamics related to crisis work.
- (d) Maintains appropriate and professional boundaries.
- (e) Familiar with and applies professional ethic responsibilities in crisis work.

#### **CICE Modifications:**

#### **Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.



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### **B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

### **C. Tests will be written in CICE office with assistance from a Learning Specialist.**

#### ***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

### **D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

#### ***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

### **E. Evaluation:**

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Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.