

I. COURSE DESCRIPTION:

Crisis Intervention is a short-term, time limited helping skill that focuses on the client's immediate problem. Crisis work is an integral component of social work field. Social Service Workers will encounter a number of different crises in the field. Informed and confident contact are the most effective ways to serve these "most vulnerable" of clients and requires a development of sensitivity to a number of factors, including cultural differences and the ability to partner with natural support networks. In this course, the student will be introduced to the theory and application of crisis intervention as a problem-solving approach to crisis resolution. The crisis intervention model will be applied within the framework of various crises. A range of crisis intervention strategies will be explored from both first and second order crisis intervention approaches.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student with the assistance of a Learning Specialist, will demonstrate the ability to:

1. Utilize the terminology applied in the crisis intervention field.
Potential Elements of the Performance:
 - Mastery of the assigned material
 - Blend professional terminology with personal understanding
 - Communicate concepts related to crisis on a professional and lay basis

2. Adopt a theoretical knowledge base for crisis intervention.
Potential Elements of the Performance:
 - Identify Goals of Crisis Therapy
 - Integrate social work theory into crisis work
 - Understand how Family and Socialization affect individual crisis
 - Discern the role of Psychic System, Self Concept, Human Needs, and Identity working with people in crisis
 - Make the clear connection between Conflict, Coping Mechanisms and Crisis

3. Differentiate between universal counselling skills and the specialization of crisis intervention techniques – i.e. Incorporation of the Native holistic concept of healthy balance.
Potential Elements of the Performance:
 - Understand Concept of Crisis
 - Identify a person in crisis
 - Identify causes of crisis

- Differentiate between Stress, Emergency and Crisis
 - Role of Communication in crisis work
4. Identify the four main elements of a crisis.
Potential Elements of the Performance:
- Explain and identify crisis
 - Ascertain the role played by and characteristics of:
Precipitating Event, Perceived Meaning, Ineffective Problem Solving Methods and Functionally Debilitating Emotional State
 - Application of the four main elements to a variety of crises
5. Apply concepts/tools used in crisis intervention to various crisis situations in a confident and appropriate manner.
Potential Elements of the Performance:
- Understand the Process of Crisis Therapy
 - Differentiate between and appropriately use the Interview Process and Techniques and Techniques of Intervention in relation to crisis work
 - Adopt basic attitude and approach in preparation for working with people in crisis
6. Explore Native and Non-Native professional and interpersonal support systems available to the client.
Potential Elements of the Performance:
- Comprehension of necessity of professional and interpersonal supports for people in crisis
 - Assist client in identifying individual support systems
 - Identify and connect with multicultural natural support networks
 - Adopt referral and community resource skills to crisis work
7. Develop a complete crisis intervention plan
Potential Elements of the Performance:
- Integrate Crisis Theory, Concepts, Process and Techniques of Crisis Intervention
 - Apply course knowledge and personal knowledge to a variety of crises
 - Understand and apply the Steps for Working with People in Crisis
 - Summarize Crisis Intervention work
 - Complete development of written crisis intervention plan
8. Adapt knowledge of crisis intervention to a broad range of situations, i.e.: prevention of burn out.
Potential Elements of the Performance:

- Apply knowledge of crisis information to individual, professional and personal balance
- Analysis of personal history in relation to crisis information
- Integrate knowledge of crisis work, role of social services worker and self care information within personal practice

III. TOPICS:

1. Basics of Crisis Intervention
 - 1.1 Concepts of crisis
 - 1.2 Major Elements of Crisis
 - 1.3 Causes of Crises
 - 1.4 Applications of Crisis Work in Social Work Field
2. Theoretical Knowledge Base for Crisis Intervention
 - 2.1 Social Work Models of Crisis Work
 - 2.2 Special Role/Skills of Crisis Workers
 - 2.3 The Family as Socialization Agent
 - 2.4 Psychic System
 - 2.5 Conflict
 - 2.6 Common Coping Mechanisms
 - 2.7 Anxiety/Depression
3. Communication Process in Crisis Intervention
 - 3.1 Terminology
 - 3.2 Factors Affecting Communication
 - 3.3 Significance of Language/Words
4. Process and Techniques of Crisis Intervention
 - 4.1 Process of Therapy
 - 4.2 Techniques of Interviewing
 - 4.3 Techniques of Intervention
5. Procedures for Working with People in Crisis
 - 5.1 Preparation
 - 5.2 Steps for Working with People in Crisis

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Crisis Intervention and Prevention. Lisa Jackson Cherry and Bradley Erford . 2010. Pearson

V. EVALUATION PROCESS/GRADING SYSTEM:

Quizzes (4 x 10% each)	40%
Take Home #1	20%
Report	10%
Take Home #2	20%
<u>Attendance and Participation</u>	10%
<i>TOTAL</i>	<i>100%</i>

- A. There will be **four (4) quizzes** during the course. The first will cover Section One of the manual; the second quiz covers Sections Two and Three of the manual; the third quiz covers Section Four of the manual and the last one quiz covers Section Five of the manual. Format for quizzes will focus mainly on the application and synthesis of concepts . Quizzes **CANNOT** be re-written to obtain a higher grade. Quizzes/Tests may be rescheduled, at the discretion of the instructor, for substantiated reason for absence on quiz/test days. Students who miss a test **MUST** provide a substantiated reason when requesting to **IMMEDIATELY** reschedule with the instructor.

- B. **Take Home #1** will concentrate on concepts covered in the first four sections of the manual. Students will be provided with individual case profiles. Students will be responsible for proving their case profile is in crises and applying concepts from the text to their profile. Students will be provided with a specific time period to complete the Take Home. **Students who do not hand in their Take Home by 4:30 on the due date will receive a “0” on the assignment.** This is an individual assignment NOT a group project.
- C. **Report:** The report will be 3 – 5 typewritten pages. Specifics on format and process will be provided in class.
- D. **Take Home #2:** The second Take Home will allow students to use the same case profile from the previous Take Home in a more in-depth process. Students will develop a written crisis intervention plan depicting the complete process. Information from Sections One to Five in the manual will be synthesized and applied in a coherent, sequential plan. Students will again be provided with a specific time period to complete the second Take Home Test. **Students who do not hand in their Take Home by 4:30 on the due date will receive a “0” on the assignment. This is an individual assignment, not a group project.**
- E. **Attendance and Participation:** (Total to be converted to mark out of 10%)
1. Prepared for each class, and contributes to class discussions
 2. Attended all classes
 3. Arrived consistently on time
 4. Utilizes LMS and email programs to communicate with professor and manage course material

Rating Scale:

- 0: did not meet the expectation
1: minimally met expectation with significant improvement recommended
2: met expectation with improvement recommended
3: satisfactorily met expectation

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:**Attendance:**

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

A pattern of absences or lateness may result in academic consequences which may include failure in course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

Assignments:

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor ***prior to the due date*** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 1% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.