SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Crisis Intervention

CODE NO. :   CYW308   **SEMESTER:**   5

PROGRAM: Child and Youth Worker

AUTHOR: Sandy MacDonald, CCW, BA, MA (CYC Cert.)

DATE: Sept/09   **PREVIOUS OUTLINE DATED:**   Sept/08

APPROVED: "Angelique Lemay"

_____   _____
CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 1

PREREQUISITE(S):   CYW203 and CYW234 (Counselling Skills 1 and 2)

HOURS/WEEK:

I.   COURSE DESCRIPTION:

This course will introduce students to the basic elements of crisis intervention in a practical, application-focused format. The course reinforces the theoretical framework that recognizes crisis intervention as a unique and specialized area of practice within the helping professions. Reference will be made to material drawn from prior CYW courses including Counselling Skills 1 and 2 (CYW203 and CYW234).   This course will lay the foundation for additional suicide prevention training to be provided in Child Care Methods 111 (CYW301) and a review of suicide-related clinical implications in Psychopathology 2 (CYW320).

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1.   differentiate between the need for crisis intervention and the need for counselling

Potential Elements of the performance:
a.   determine whether the person fits the profile of a crisis prone person
b.   know the emotional, cognitive and behavioural signs and symptoms of psychological reactions to crisis

2.   communicate effectively with those in crisis

Potential Elements of the performance:
a.   assess what constitutes a crisis
b.   assess priorities and available resources
c.   identify and respond to content, feeling and meaning in the client's message
d.   be alert to the potential for distortions in the client's message
e.   use clarification techniques for understanding
f.   be alert to nonverbal communication

3.   implement a 6 step procedure for effective crisis intervention

Potential Elements of the performance:
a.   implement the appropriate sequence of immediacy, control, assessment, disposition, referral and follow-up, in response to various crisis scenarios

4.   intervene in crisis situations within the limits of the student's background, training and experience

Potential Elements of the performance:
a.   recognize the legal and ethical requirements of crisis intervention work
b.   respect all professional obligations regarding consent and confidentiality
c.   recognize own limitations, and seek support and guidance as required

III.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Elements of Crisis Intervention, 2nd Ed. (Greenstone, Leviton)
Brooks Cole 2002

IV.   METHODOLOGY:

There will be some lecture and considerable discussion regarding the theoretical aspects of crisis intervention. This will be reinforced by application activities and a skill demonstration assignment. A particular emphasis will be placed on issues of violence and developmental crises.

V.   REQUIREMENTS:

1.   Active participation in all aspects of the course.

2.   Punctual completion of various assignments and readings.

3(a)   <u>DVDVideo Recording</u>: In groups of 2 or 3, students will prepare a video recording of a crisis intervention role play demonstration based on an assigned scenario. The video recording will be due within four weeks of having completed the classroom portion of the course (no later than October 9th, 2009). ***This assignment must be prepared in a video format that can be viewed on the instructor's laptop. If needed, recording equipment is available in the Sault College library.***

       The video recording will begin with a brief introduction to the situation and the setting, an overview of the circumstances and the individual client traits that may be contributing to the crisis. Then, students will demonstrate an effective intervention, based on the 6 step model of crisis intervention described in the text. The demonstration will be approximately 10 minutes in length.

    b.   <u>Written Analysis of Role Play Assignment (See Grading Criteria Attached)</u>

       The video recording will be accompanied by a written analysis of the role play in accordance with the attached grading criteria. ***Students have the option of submitting either an individual analysis or a group paper. If a group paper is submitted, all participants will receive the same grade.***

VI. GRADING:

a) Attendance and Participation   30%
b) Crisis Intervention video recording (group assignment)   40%
c) Written Analysis of Role Play   30%
     (can be done either as an individual or as a group assignment)

     Total: 100%

Note: Faculty reserve the right to amend this outline, with notification to students.

VII. COLLEGE GRADING SYSTEM:

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VIII.   **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. *Once the classroom door has been closed and the learning process has begun, late arrivers may not be granted admission to the room until the first scheduled break unless otherwise permitted by the instructor.*

Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment**:**
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:
The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:
(i)   issue a verbal reprimand,
(ii)   make an assignment of a lower grade with explanation,
(iii)   require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
(iv)   make an automatic assignment of a failing grade,
(v)   recommend to the Chair dismissal from the course with the assignment of a failing grade.
In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to https://my.saultcollege.ca.

Electronic Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Course Name   **Code #**

Greenstone & Leviton Crisis Intervention Role Play – DVD Video Recording
Grading Criteria for Group Presentation

Students:_____

Degree to which students demonstrate skill and competence in each of the following areas:

Skill Absent or Inappropriately Demonstrated – Zero Score
Minimal Level of Skill and Competence - Lowest Score
Expected Level of Skill and Competence - Middle Score
Exceptional Level of Skill and Competence - Highest Score

Introduction provides a clear, concise description of the general situation.	0	1	1.5	2
Introduction provides a clear, concise description of the setting where the intervention is taking place.	0	1	1.5	2
Introduction identifies <u>circumstances</u> contributing to the current crisis.	0	1	1.5	2
Introduction identifies <u>individual client traits</u> contributing to the crisis	0	1	1.5	2
Role play demonstrates the skill of <u>immediacy</u>	0	2	3	4
Role play demonstrates the skill of <u>control.</u>	0	2	3	4
Role play demonstrates the skill of <u>assessment</u>.	0	2	3	4
Role play demonstrates the skill of <u>disposition</u>.	0	2	3	4
Role play demonstrates the skill of <u>referral.</u>	0	2	3	4
Role play demonstrates the skill of <u>follow-up</u>.	0	2	3	4
<u>Concluding statement</u> clarifies the counsellor's goals in the situation.	0	2	3	4
Students <u>seek specific feedback</u> from audience regarding strengths and weaknesses of their approach, as demonstrated, and respond to feedback in a professional manner	0	2	3	4

MARK OUT OF   **/40**

Course Name   **Code #**

Greenstone & Leviton Crisis Intervention Role Play - ***Written Component can be submitted either as an individual paper or as a group assignment - *Due at the same time as the video recording***

Grading Criteria   Student(s):_____

Degree to which students demonstrate skill and competence in each of the following areas:

Absent, poorly written and/or lacking substance – Zero Score
Written at a minimal level, and containing only basic information, with little analysis - Lowest Score
Expected level of writing competence and appropriate depth of content/analysis - Middle Score
Exceptional level of writing competence and exceptional depth of content/analysis - Highest Score

Student(s) provide a clear, concise description of the crisis situation being addressed	1	1.5	2	
Student(s) provide a clear, concise description of the setting where the intervention is taking place.	1	1.5	2	
Students identify the <u>circumstances</u> contributing to the current crisis.	1	1.5	2	
Students identify the <u>individual client traits</u> contributing to the crisis	1	1.5	2	
Students describe and analyze their attempts to utilize <u>Immediacy</u> in responding to the crisis	1	2	2.5	3
Students describe and analyze their attempts to utilize <u>Control</u> in responding to the crisis	1	2	2.5	3
Students describe and analyze their attempts to utilize <u>Assessment</u> in responding to the crisis	1	2	2.5	3
Students describe and analyze their attempts to utilize <u>Disposition</u> in responding to the crisis	1	2	2.5	3
Students describe and analyze their attempts to utilize <u>Referral</u> in responding to the crisis	1	2	2.5	3
Students describe and analyze their attempts to utilize <u>Follow-Up</u> in responding to the crisis	1	2	2.5	3
<u>Concluding statement</u> clarifies the counsellor's goals in this situation	1	2.5	3	4

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CHILD & YOUTH WORKER PROGRAM

ADDITION TO C.Y.W. PROGRAM POLICIES
NOTICE OF AGREEMENT

Student Agreement Form

Regarding the Child and Youth Worker Course Outline:

I, _____, have read the C.Y.W. Course Outline

for the Course _____.

I understand its contents and agree to adhere to them.

Signed: _____

Date: _____