

I. COURSE DESCRIPTION:

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 centre on crisis intervention and resolution as it applies to social service work practice.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Demonstrate knowledge of theoretical approaches for crisis intervention.
Potential Elements of the Performance:
 - (a) Identify and understand theoretical foundation of crisis work
 - (b) Familiarize with concepts of resiliency research and its application to crisis intervention
 - (c) Integrate and apply the selected model(s) of crisis intervention studied
 - (d) Recognize the historical roots of crisis work and future directions
 - (e) List and describe the goals and skills of crisis intervention

2. Demonstrate understanding of crisis response of individuals, families, groups and communities.
Potential Elements of the Performance:
 - (a) Define crisis from multiple perspectives
 - (b) Differentiate between crisis, stress, trauma and psychological/psychiatric emergencies
 - (c) Understand the facets of the crisis experience (behavioural, affective, somatic, interpersonal, cognitive, and spiritual)
 - (d) List and describe the stages (process) of crisis resolution
 - (e) Recognize situational, developmental, environmental, and existential crisis and the common associated responses
 - (f) Knowledgeable and skilled in the crisis process & resolution of individuals, families, groups and communities

3. Demonstrate ability to incorporate resiliency factors in crisis assessment & intervention.
Potential Elements of the Performance:
 - (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

4. Demonstrate skill in the application of selected crisis model(s)
Potential Elements of the Performance:
 - (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) Appreciate 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

5. Demonstrate knowledge of intervention with specific areas of crisis.
Potential Elements of the Performance:
 - (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.

6. Demonstrate ability to adapt crisis model(s) and strategies to diverse populations
Potential Elements of the Performance:
 - (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 competent strategies to reflect the diverse needs of clientele

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

Potential Elements of the Performance:

- (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

III. TOPICS: (May include the following:)

1. Theoretical and historical roots of crisis intervention
2. Resiliency Research & application to the crisis process
3. Multi-cultural perspective and expected competencies in crisis work
4. Ethical, legal and professional issues involved in crisis work
5. Overview of selected crisis model(s)
6. Assessment and Intervention skills in crisis work
7. Interviewing approaches and skills required as an SSW
8. Self and professional care (stress, burn-out, vicarious trauma)
9. Crisis work and necessary skills with Individuals, Families, Groups and Communities
10. Special Topics May Include:
 - (a) Developmental Crises
 - (b) Death, Loss & Bereavement
 - (c) AIDS & HIV
 - (d) Crises of Violence, Trauma & Victimization
 - (e) Suicide
 - (f) Individual, Family, School-based & Community-Based Crises Intervention approaches

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Kanel, Kristi. (2012) *A Guide to Crisis Intervention*. 4th Ed. Belmont, California: Brooks/Cole Cengage Learning

V. EVALUATION PROCESS/GRADING SYSTEM:

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| 1. Tests/Exams | 40% |
| 2. Attendance, Skill Development | 20% |
| 3. Case Studies (2) Application of Skills | 40% |

The professor will provide instructions, grading criteria and due dates in class and posted on LMS.

The following semester grades will be assigned to students:

<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.	

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.

Given practical application of crisis skills, **a minimum of 70% attendance rate is recommended by the professor. Students who fall below the minimum will achieve a maximum of up to 9/20 on the Class Participation and Professional Development Guidelines described in this course outline.** Final grade is at the discretion of the professor and in accordance with the Class Participation and Professional Development Guidelines described in this course outline.

Communication:

The College considers the Learning Management System (**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 is directly related to your willingness to take advantage of the LMS communication tool.

Additional Notes:

1. All submissions must be in word processing format and follow APA guidelines, unless otherwise indicated by the professor.
2. Students are expected to be familiar with and abide by the College's Student Code of Conduct & SSW Program Policies.
3. Punctual completion of assignments is required. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day (including weekends). Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment.
4. Students are responsible to contact the professor directly and immediately when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor prior to exam start time/date requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional circumstances.

5. Students are expected to be prepared for class (complete associated readings), arrive on time & actively participate in classroom activities (case studies, mock interview role-plays) to promote classroom learning and application of crisis intervention strategies.
6. Cell phones must be off or on vibrate mode. Students may respond to calls/texts after class time
7. Use of computer is for class related purposes only. Students who do not comply will not be permitted to use a laptop in class.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline. The professor will also post on LMS and discuss in class.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES:**ALL EXPECTATIONS MET****20 points**

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Student attends all scheduled classes
- Analyzes and applies readings to other course material and personal/professional experience
- Actively participates in role plays in a professional and centered manner
- Contributes in a very significant way to ongoing discussions, keeps analysis focused
- Responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development
- Clearly demonstrates entry level crisis intervention skills

MOST EXPECTATIONS MET**15-19 points**

- Demonstrates good preparation for class, knows some of the material
- Student attends 80% of scheduled classes
- Is prepared with questions and insights from course material
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Participates in role plays in a professional and meaningful manner
- Takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Demonstrates most crisis intervention skills effectively

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 11-14 points

- Demonstrates adequate preparation, knows basic material
- Student attends 70% or more of scheduled classes
- Appears interested in content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Participates in role plays, however, has difficulty remaining centered and/or demonstrating skill development
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates involvement in some aspects of the course
- Demonstrates a low level of self-understanding and may lack commitment to personal and professional development
- Occasionally disruptive, (involved in side discussions and reading other material during class etc.)
- Experiences some difficulty integrating and demonstrating crisis intervention skills

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0- 9 points

- Demonstrates minimal preparation, lack of knowledge of material
- Student attends less than 70% of scheduled classes
- Body language has given the impression of disinterest in content of class
- Participates usually only when called on
- Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- Displays difficulty engaging in role plays and skill development
- Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- Demonstrates minimal involvement in most aspects of the course
- Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- Significant difficulties noted with applying crisis intervention skills