


SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: CRISIS INTERVENTION  
COURSE CODE: NSA204-3  
PROGRAM: NATIVE COMMUNITY WORKER  
SEMESTER: FOUR  
DATE: SEPTEMBER 1997  
AUTHOR: NATIVE EDUCATION DEPARTMENT

APPROVED:   
Dean, School of Native Education,  
Creative Arts and Criminal Justice  
Programs

DATE: 

**PHILOSOPHY/GOALS:**

Crisis Intervention is a short-term, time limited helping skill, that focuses on the client's immediate problem. Community 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. 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 such as the client's fear that he/she will commit suicide, have a serious drug and alcohol reaction, domestic violence, fear of loss of housing, etc. The range of crisis intervention strategies will be explored with a special emphasis on the examination of Native specific crisis issues.

**LEARNING OUTCOMES:**

When you have earned credit for this course, you will have reliable demonstrated an ability to:

1. Utilize the terminology applied in the crisis intervention field.
2. Adopt a theoretical knowledge base for crisis intervention.
3. Differentiate between universal counselling skills and the specialization of crisis intervention techniques - ie. incorporation of the Native holistic model.
4. Identify the four main elements of a crisis.
5. Apply concepts/tools used in crisis intervention to various crisis situations in a confident and appropriate manner.
6. Explore Native and Non-Native professional and interpersonal support systems available to the client.
7. Develop a complete crisis intervention plan.
8. Adopt knowledge of crisis intervention to a broad range of situations, ie: prevention of burn out.

**TOPICS COVERED/LEARNING ACTIVITIES**

1. Basics of Crisis Intervention
  - 1.1 Concepts of crisis - relevancy to Native people Chapter 1 of text,
  - 1.2 Major Elements of Crisis class discussion
  - 1.3 Causes of Crises
  - 1.4 Distinctions of Crisis Work

- 2. Theoretical Knowledge Base for Crisis Intervention
  - 2.1 Human Behaviour Chapter 2 of text,
  - 2.2 The Family as Socialization Agent class discussion,
  - 2.3 Psychic System mini-case profiles
  - 2.4 Motivation
  - 2.5 Common Coping Mechanisms
  - 2.6 Anxiety/Depression
  
- 3. Communication Process in Crisis Intervention
  - 3.1 Terminology Chapter 3 of text,
  - 3.2 Factors Affecting Communication class discussion
  - 3.3 Significance of Language/Words
  
- 4. Process and Techniques of Crisis Intervention
  - 4.1 Process of Therapy Chapter 4 of text,
  - 4.2 Techniques of Interviewing class discussion,
  - 4.3 Techniques of Intervention case profiles
  - incorporation of holistic model
  
- 5. Procedures for Working with People in Crisis
  - 5.1 Preparation Chapter 5 of text,
  - 5.2 Steps for Working with People in Crisis class discussion,
  - case profiles

**EVALUATION METHODS:**

Quizzes (4 x 10% each)	40%
Take Home #1	20%
Report #1*	10%
Report #2	10%
Take Home #2	20%
<b>TOTAL</b>	<b>100%</b>

**TARGET DATES:**

on the completion of relevant chapters  
on completion of Chapter 4  
Feb. 21/97  
March 17/97  
on completion of Chapter 5

- A. There will be four (4) quizzes during the course. The first will cover Chapter One; the second covers Chapters Two and Three; the third covers Chapter Four and the last one covers Chapter Five of the text. Format for quizzes will focus mainly on the application and synthesis of concepts as they are acquired. Quizzes CANNOT be re-written to obtain a higher grade. Tests may be rescheduled, at the discretion of the instructor, for substantiated reason for absence on test days. Students who miss a test MUST make rescheduling arrangements directly and IMMEDIATELY with the instructor.

- B. Take Home #1 will concentrate on concepts covered in the first four chapters of the text. 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, including one period of Independent Study, to complete the first 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. Reports #1 and #2 will concentrate on exposing students to methods used by those in the field who expand use of crisis intervention to assist in the solution of related issues ie: prevention of burnout. Both reports will be 3-5 typewritten pages and will include personal opinion sections. Specifics on format and process will be provided in class. These reports will be completed after class is completed and students are out on placement.
  
- 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 Chapters One to Five in the text will be synthesized and applied in a coherent, sequential plan. Students will again be provided with a specific time period, including one period of Independent Study, to complete the second 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!

**REQUIRED STUDENT RESOURCES:**

Text: Working with People in Crisis. Second Edition, Samuel L. Dixon.

**COLLEGE EVALUATION SYSTEM:**

Letter grades for evaluation purposes, will be calculated as follows:

90% - 100%	=	A+
80% - 89%	=	A
70% - 79%	=	B
60% - 69%	=	C
Less than 60%	=	R (Repeat of the course)

**SPECIAL NOTES:**

Students with special needs, e.g. physical limitations, visual impairments, learning disabilities are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

Significant learning takes place in the classroom through an interactive learning approach, therefore, ALL students must attend 60% of the classes to obtain a passing grade.

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per each day late.