

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** CRISIS INTERVENTION

**CODE NO. :** NSA 204                      **SEMESTER:** THREE

**PROGRAM:** NATIVE COMMUNITY WORKER/ SOCIAL SERVICES WORKER

**AUTHOR:** NATIVE EDUCATION DEPARTMENT/HEALTH AND HUMAN SERVICES

**DATE:** SEPT/04              **PREVIOUS OUTLINE DATED:** JAN/03

**APPROVED:**

	_____	_____
	<b>DEAN</b>	<b>DATE</b>

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** NSA 227 OR SSW204

**LENGTH OF COURSE:** 15 WEEKS

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*For additional information, please contact the Dean,*  
*School of Health and Human Services*  
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## I. COURSE DESCRIPTION:

Crisis Intervention is a short-term; time limited helping skill that focuses on the client's immediate problem. Social Service Workers and 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. Crisis intervention models will be applied within the framework of various crises. Culturally competent crisis intervention skills will be reviewed.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Utilize the terminology applied in the crisis intervention field.

### Potential Elements of the Performance:

- Mastery of the assigned text
- 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:

- Discern the various theoretical models of crisis intervention
- Integrate Understanding Human Behaviour into crisis work
- Understand how Biological Determinants, Family and Socialization affect individual crisis
- Identify the goals and skills of Crisis Intervention

3. Differentiate between universal counselling skills and the specialization of crisis intervention techniques – i.e. Incorporation of the Native holistic model.

### Potential Elements of the Performance:

- Understand Concept of Crisis
- Identify a person in crisis
- Identify causes of crisis
- Crisis counselling vs. traditional Counselling
- Differentiate between Stress, Emergency and Crisis
- Role of Communication in crisis work
- Identify culturally competent practices

4. Identify and apply the elements of a crisis intervention.

Potential Elements of the Performance:

- Apply crisis model to a variety of crisis situations
- Explain and identify crisis
- Ascertain and assess the role played by and characteristics of: precipitating event, perceived meaning, coping strategies, emotional and social functioning, and safety
- Assist client in identifying individual support systems
- Adopt referral and community resource skills to crisis work

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 Intervention
- 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 approaches to crisis.

Potential Elements of the Performance:

- Demonstrate knowledge of multi-cultural approaches
- Adopt culturally competent strategies in crisis situations
- Recognize the impact of crisis on individuals, families, and communities, particularly with respect to Aboriginal Canadians

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. Demonstrate knowledge of self and professional care practices critical in crisis intervention.

Potential Elements of the Performance:

- Apply knowledge of crisis information to individual, professional and personal balance
- Demonstrate knowledge of signs of vicarious traumatization and burn-out and adopt self care prevention strategies
- Analysis of personal history in relation to crisis information
- Identify professional ethical responsibilities in crisis work

**III. TOPICS:**

1. Theoretical Knowledge Base for Crisis Intervention
2. Basics of Crisis Intervention
3. Communication Process and helping skills in Crisis Intervention
4. Process and Techniques of Crisis Intervention
5. Procedures for Working with People in Crisis
6. Professional ethical and legal responsibilities in crisis work
7. Specific crisis situations (i.e. suicide, violent behaviour, loss, bereavement, sexual and physical assault, family violence, school and community crises)
8. Vicarious Traumatization & Burnout
9. Community-based crisis intervention (Native emphasis)
10. Culturally-competent practices in crisis work

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Kanel, K. (2003). *A Guide To Crisis Intervention 2<sup>nd</sup> ED*

Myer, R. & James, R. (2005). *CD-ROM and Workbook for Crisis Intervention*

**V. EVALUATION PROCESS/GRADING SYSTEM:**

CD-ROM/Workbook Assignments	30%
In-Class Group Presentations	20%
Mid-term Exam	15%
Final Exam	20%
Attendance & Participation	15%

**Assignments:**

**CD-ROM/Workbook Assignments:**

Students will complete 3 assignments for 10% each. Instructor/Professor will provide additional instructions in class.

**In-Class Group Presentations:**

Students will be expected to present to class relevant application of crisis theory to specific crisis situations. Topics may include suicide, bereavement, school-based tragedies, community approaches, culturally competent models, and family violence. Topics must be pre-approved by the professor. Students must incorporate professional, research-based information. A minimum of three current references is required. Presentations must stimulate classroom learning and utilize various teaching strategies (i.e. role plays, active learning exercises, power point etc). Grading criteria to be shared by the professor/instructor in class.

**Mid-term and Final Exam:**

The professor will schedule in-class exams. Exams will cover the learning from the text and classroom discussions.

**Attendance & Participation:**

Students must attend a minimum of 60% of classes to receive a passing grade in the class. Grade assigned is a reflection of attendance, professionalism, skill development and participation in classroom.

**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%	
A	80 – 89%	4.00
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.

## VI. SPECIAL NOTES:

### Attendance:

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 day late.

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

### 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.

### Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

### 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.

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

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.