

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** CRISIS INTERVENTION

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

**PROGRAM:** NATIVE COMMUNITY WORKER

**AUTHOR:** NATIVE EDUCATION DEPARTMENT

**DATE:** JAN/03                      **PREVIOUS OUTLINE DATED:** JAN/02

**APPROVED:**

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

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** NSA 227

**LENGTH OF COURSE:** 16 WEEKS

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*For additional information, please contact Dean,*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/689*

**I. COURSE DESCRIPTION:**

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. The range of crisis intervention strategies will be explored with a special emphasis on the examination of Native specific crisis issues.

**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:

- Identify Goals of Crisis Therapy
- Integrate Understanding Human Behaviour into crisis work
- Understand how Biological Determinants, Family and Socialization affect individual crisis
- Discern the role of Psychic System, Self Concept, Human Needs, Identity and Motivation in working with people in crisis
- Make the clear connection between Conflict, Coping Mechanisms and Crisis
- Connect anxiety, depression and crisis

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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 Therapy vs. Traditional Counselling
- 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: Percipitating 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
- 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 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
- Identify and research topics of personal interest in relation to crisis work

**III. TOPICS:**

1. Basics of Crisis Intervention
  - 1.1 Concepts of crisis – relevancy to Native people
  - 1.2 Major Elements of Crisis
  - 1.3 Causes of Crises
  - 1.4 Distinctions of Crisis Work
2. Theoretical Knowledge Base for Crisis Intervention
  - 2.1 Human Behaviour
  - 2.2 The Family as Socialization Agent
  - 2.3 Psychic System
  - 2.4 Motivation
  - 2.5 Common Coping Mechanisms
  - 2.6 Anxiety/Depression
3. Communication Process in Crisis Intervention
  - 3.1 Terminology
  - 3.2 Factors Affecting Communication
  - 3.3 Significance of Language/Words

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4. Process and Techniques of Crisis Intervention
  - 4.1 Process of Therapy
  - 4.2 Techniques of Interviewing
  - 4.3 Techniques of Intervention
    - incorporation of holistic model
  
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:

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

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

		<b>TARGET DATES</b>
Quizzes (4 x 10% each)	40%	On completion of relevant chapters
Take Home #1	25%	On completion of Chapter 4
Report #1	10%	On completion of Chapter 4
Take Home #2	25%	On completion of Chapter 5
<b>TOTAL</b>	<b>100%</b>	

- 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. Test 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.

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- 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:** 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 i.e.: prevention of burnout. The report will be 3 – 5 typewritten pages and will include personal opinion sections. 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 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!

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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.

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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.