SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: CRISIS INTERVENTION

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

PROGRAM: SOCIAL SERVICES WORKER
NATIVE SPECIALIZATOIN

AUTHOR: SSW-NS FACULTY: Michelle Proulx

DATE: JAN/10   **PREVIOUS OUTLINE DATED:** JAN/09

APPROVED: "Angelique Lemay"   Dec/09

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         CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 4

PREREQUISITE(S): NSW203

LENGTH OF COURSE: 3 HRS / WEEK FOR 16 WEEKS

I. COURSE DESCRIPTION:

Crisis Intervention is a short-term, time limited helping skill that focuses on the client's immediate problem. Crisis work is an integral component of social work field. Social Service 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 and the ability to partner with natural support networks. 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. A range of crisis intervention strategies will be explored from both first and second order crisis intervention approaches.

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 material
   - 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 social work theory into crisis work
   - Understand how Family and Socialization affect individual crisis
   - Discern the role of Psychic System, Self Concept, Human Needs, and Identity working with people in crisis
   - Make the clear connection between Conflict, Coping Mechanisms and Crisis

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

   Potential Elements of the Performance:
   - Understand Concept of Crisis
   - Identify a person in crisis
   - Identify causes of crisis
   - 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: Precipitating 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
   - Identify and connect with multicultural natural support networks
   - 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
- Integrate knowledge of crisis work, role of social services worker and self care information within personal practice

III.   TOPICS:

1.   Basics of Crisis Intervention
        1.1 Concepts of crisis
        1.2 Major Elements of Crisis
        1.3 Causes of Crises
        1.4 Applications of Crisis Work in Social Work Field

2.   Theoretical Knowledge Base for Crisis Intervention
        2.1 Social Work Models of Crisis Work
        2.2 Special Role/Skills of Crisis Workers
        2.3 The Family as Socialization Agent
        2.4 Psychic System
        2.5 Conflict
        2.6 Common Coping Mechanisms
        2.7 Anxiety/Depression

3. Communication Process in Crisis Intervention
    3.1 Terminology
    3.2 Factors Affecting Communication
    3.3 Significance of Language/Words

4. Process and Techniques of Crisis Intervention
    4.1 Process of Therapy
    4.2 Techniques of Interviewing
    4.3 Techniques of Intervention

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:

MANAUL PROVIDED: Collection of Articles and Chapters

V.   EVALUATION PROCESS/GRADING SYSTEM:

Quizzes (4 x 10% each)	40%
Take Home #1	25%
Report	10%
Take Home #2	25%
TOTAL	**100%**

A. There will be **four (4) quizzes** during the course. The first will cover Section One of the manual; the second quiz covers Sections Two and Three of the manual; the third quiz covers Section Four of the manual and the last one quiz covers Section Five of the manual. Format for quizzes will focus mainly on the application and synthesis of concepts . Quizzes **CANNOT** be re-written to obtain a higher grade. Quizzes/Tests may be rescheduled, at the discretion of the instructor, for substantiated reason for absence on quiz/test days. Students who miss a test **MUST** provide a substantiated reason when requesting to **IMMEDIATELY** reschedule with the instructor.

B. **Take Home #1** will concentrate on concepts covered in the first four sections of the manual. 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 to complete the 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. **Report:** The report will be 3 – 5 typewritten pages. 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 Sections One to Five in the manual will be synthesized and applied in a coherent, sequential plan. Students will again be provided with a specific time period to complete the second Take Home Test. **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.**

The following semester grades will be assigned to students in post-secondary courses:

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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI.   SPECIAL NOTES:

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. 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.

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.

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.**

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

Classroom Courtesy:
To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on vibrate if expecting an urgent message. Students will be asked to leave the classroom when the uses of these devices in classroom are utilized.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room until the break.

Submission of Assignments
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 and will not be accepted for grading one week after the due date.

Students must contact the professor prior to the **due date** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension.

Assignments submitted after business hours are to be emailed to the professor, verifying the date and time submitted. Students will subsequently hand in a hard copy of the assignment.

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when assignment was distributed or if further clarification is requested related to the instructions or concepts.