

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 of 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:

Crisis Intervention and Prevention. Lisa Jackson Cherry and Bradley Erford . 2010. Pearson

V. EVALUATION PROCESS/GRADING SYSTEM:

Practice Quiz (1 @ 5%)	
Quizzes (2x 10% each)	20%
Take Home #1	20%
Suicide Report	25%
Take Home #2	20%
<u>Attendance and Participation</u>	<u>10%</u>
TOTAL	100%

There will be **four (4) quizzes** during the course. The first will be a practice quiz allowing students to determine expectation of the remaining quizzes. 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.

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.

Report: The report will be 3 – 5 typewritten pages. Specifics on format and process will be provided in class.

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.**

Attendance and Participation This portion of the class will be assessed using the Attendance and Participation Rubric. Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize MOODLE for course materials.

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%	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.	

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:

Distribution and Submission of Assignments

To assist students in time management and organizational skills the following policy and practices will be followed by your core professors in your program.

Distribution of Assignments

- Weekly schedules (subject to change) are provided to students at the beginning of the semester, outlining due dates for all assignments for the course.
- All assignments are provided in the form of a detailed outline and explained in class. Detailed outlines of assignments are provided either in hard copy or posted on MOODLE.
- Efforts are made by professors to balance out the workload for the core SSW-NS courses. Each student is responsible for personal time management to monitor upcoming assignments and to plan accordingly.

- When students are absent and miss assignment outlines and explanations, it is the student's responsibility to obtain the assignment from MOODLE or your professor. It is recommended students who miss assignment outlines and explanations also schedule a meeting with the professor outside of class time to seek clarification.
- Make note of any in-class assignments. It might not be possible to make these up if missed, due to the nature of the assignment. If an alternative make-up assignment option is given to replace missed in-class assignments it may not carry the same weight in the grading system due to the nature of the assignment.

Submission of Assignments

- **ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS:** All written assignments are to be submitted on the due date, generally at the beginning of class. Your professor will announce when they will collect the assignment, and after assignments have been collected, any assignment submitted after class are subject to a 1% deduction until midnight of the original due date. For example, if an assignment is worth 10%, the student will earn no more than 9% for that assignment.
- **LATE ASSIGNMENTS:** Once an assignment is considered late the student will consult with the professor to determine whether an assignment will be accepted for marking or whether deductions apply. Each assignment will outline submission criteria and late policy. Due to the nature of each assignment deductions may vary for late submissions. Additionally, some in class assignments or marked assignments already returned to the students may not be accepted. It is the student's responsibility to communicate with the professor when the student misses a submission due date.
- **HARDCOPY AND ELECTRONIC SUBMISSIONS:** All assignments are to be submitted electronically to the professor. Instructions will be provided on MOODLE or on the assignment outline. Please ensure you read and carefully follow the instruction for each assignment. When an assignment outlines require students to submit a hard copy, they must also submit an electronic copy. The assignment will be marked when both formats have been received.

Students are preparing to enter a profession where deadlines are integral to service delivery and advocacy. It is anticipated that students develop a work ethic which encompasses time management skills.

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 use of these devices is utilized. If the use of cell phones becomes too distracting, students may be asked to leave their phones at the front desk until the end of class.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non-class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

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

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

Students are encouraged to focus and refrain from talking to other students during lectures or presentations.

Participation and 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, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

Course participation and attendance will be evaluated using a standard rubric. This rubric highlights key areas of participation and attendance. Students will be evaluated using this rubric twice throughout the semester. The first evaluation occurs at midterm to alert the student to any areas of improvement and again at the end of the semester. Each evaluation is worth 20 points and the final mark will total 40 points. This mark will be converted to a percentage grade.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

A pattern of absences or lateness may result in academic consequences which may include failure in the course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.