



**I. COURSE DESCRIPTION:**

The course is designed for Social Services Worker Students to increase knowledge and skills for crisis intervention practice with individuals, families, groups and communities. C.I.C.E. students will study evidence-based applications of theory to practice with identified at-risk populations. Recent research supports a resiliency-based approach to promote crisis resolution particularly in a multi-cultural society. Application, analyses and discussion will centre on crisis intervention and resolution as it applies to social work practice.

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

Upon successful completion of this course, the C.I.C.E. student, with the assistance of a Learning Strategist, will demonstrate the basic ability to:

1. Demonstrate knowledge of theoretical approaches for crisis intervention.  
Potential Elements of the Performance:
  - (a) Identify and understand theoretical foundation of crisis work
  - (b) Familiarize with concepts of resiliency research and it's application to crisis intervention
  - (c) Learn and apply the selected model(s) of crisis intervention studied
  - (d) Recognize the historical roots of crisis work and future directions
  - (e) List and describe the goals and skills of crisis intervention
  
2. Demonstrate a basic understanding of crisis response of individuals, families, groups and communities.  
Potential Elements of the Performance:
  - (a) Define crisis from multiple perspectives
  - (b) Differentiate between crisis, stress, trauma and psychological/psychiatric emergencies
  - (c) Understand the facets of the crisis experience (behaviourial, affective, somatic, interpersonal, cognitive, and spiritual)
  - (d) List and describe the stages (process) of crisis resolution
  - (e) Recognize situational, developmental, environmental, and existential crisis and the common associated responses
  - (f) Knowledgeable and skilled in the crisis process & resolution of individuals, families, groups and communities

3. Demonstrate a basic ability to incorporate resiliency factors in crisis assessment & intervention.  
Potential Elements of the Performance:
  - (a) Recognize crisis as both a “threat” & an “opportunity for enhanced growth and functioning
  - (b) Identify and amplify strengths, capacities and resources that promote crisis resolution
  - (c) Appreciate the ability of people to survive and transcend crisis experiences
  - (d) Identify and practise effective assessment and intervention questions that facilitate the change process
  
4. Demonstrate a basic skill in the application of selected crisis model(s)  
Potential Elements of the Performance:
  - (a) Develop and maintain professional, collaborative helping relationships that adhere to SSW Code of Ethics & Standards of Practice
  - (b) Apply effective rapport building, validation, listening and empathetic skills to facilitate the client sharing the “crisis” story
  - (c) Appreciate the value of the relationship as a fundamental tool to intervention
  - (d) Appreciate and assess the contributing aspects of the “crisis” and promote the protective factors for resolution from an individual, environmental and interpersonal perspective
  - (e) Follow the steps of resolution-focused crisis intervention with individuals, families and groups
  - (f) Identify and maintain current knowledge of community resources
  - (g) Make effective suggestions and referrals
  - (h) Describe community-wide approaches to crisis intervention
  
5. Demonstrate a basic knowledge of intervention with specific areas of crisis.  
Potential Elements of the Performance:
  - (a) Describe “common” crisis responses in specific areas of crisis (i.e. suicide, grief & loss, AIDS & HIV, violence, trauma, school/community tragedies) in accordance with current research & knowledge
  - (b) Identify/recognize crisis theory, concepts and techniques appropriate to the needs of the client
  - (c) Demonstrate ability to skillfully implement, develop and evaluate crisis model(s) to address specific area of crisis.
  - (d) Understand the steps of a complete crisis intervention plan

6. Demonstrate a basic ability to adapt crisis model(s) and strategies to diverse populations  
Potential Elements of the Performance:
  - (a) Responsive and respectful to diverse groups including (but not limited to) race, ethnicity, culture, income, gender, sexual orientation, developmental & physical ability, age
  - (b) Awareness of personal values and attitudes with respect to diversity and assumes personal/professional responsibility to not impose on client(s)
  - (c) Demonstrates knowledge of multi-cultural approaches to crisis intervention
  - (d) Identifies and adopts culturally competent strategies to reflect the diverse needs of clientele
  
7. Demonstrates knowledge of self and professional care practices critical to crisis intervention.  
Potential Elements of the Performance:
  - (a) Describes and identifies signs of vicarious traumatization, burn-out and stress and adopts self-care prevention strategies
  - (b) Understand professional use of self and personal limits involved in Crisis Intervention
  - (c) Understands own psychological, emotional, and cognitive processes and dynamics related to crisis work
  - (d) Maintains appropriate and professional boundaries
  - (e) Familiar with professional ethic responsibilities in crisis work

### III. TOPICS:

1. Theoretical and historical roots of crisis intervention
2. Resiliency Research & application to the crisis process
3. Multi-cultural perspective and expected competencies in crisis work
4. Ethical, legal and professional issues involved in crisis work
5. Overview of selected crisis model(s)
6. Assessment and Intervention skills in crisis work
7. Interviewing approaches and skills required as an SSW
8. Self and professional care (stress, burn-out, vicarious trauma)
9. Crisis work and necessary skills with Individuals, Families, Groups and Communities
10. Special Topics:
  - (a) Developmental Crises
  - (b) Death, Loss & Bereavement
  - (c) AIDS & HIV
  - (d) Crises of Violence, Trauma & Victimization
  - (e) Suicide
  - (f) Mental Health & Psychiatric Emergencies
  - (g) Physical Health
  - (h) School-based & Community-Based Crises &/or Disasters

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

Echterling, L., Presbury, J., & McKee, J. (2005). *Crisis Intervention Promoting Resilience and Resolution in Troubled Times*. Toronto: Pearson Education Ltd.

Kanel, K. (2003) *A Guide to Crisis Intervention 2<sup>nd</sup> Ed.* Toronto: Thomson Learning

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

1. Mid-term Exam	20%
2. Case Study	15%
3. Video & Report	25%
4. Final Exam	25%
5. Attendance, Skill Development	15%

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:** 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:

### 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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 493 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 post-secondary 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.

**Additional Notes:**

1. This course requires in-class application of the skills learned. Students **must bring to each class a copy of the textbooks** to facilitate skill development.
2. All submissions must be in word processing format and follow APA guidelines, unless otherwise indicated by the professor.
3. Students are expected to be familiar with and abide by the College's "Student Rights and Responsibilities" policies.
4. Students are expected to act in accordance with the SSW Code of Ethics and ensure respectful participation within class.
5. Punctual completion of assignments is required. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day (including weekends). **No late assignments will be accepted or graded after one week following the due date.** Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment.
6. Students are responsible to contact the professor directly and immediately when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor immediately at [leanne.murray@saultc.on.ca](mailto:leanne.murray@saultc.on.ca) requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional circumstances.
7. Students are expected to be prepared for class (complete associated readings) & actively participate in classroom activities (case studies, mock interview role-plays) to promote classroom learning and application of crisis intervention strategies.
8. Grades assigned for attendance and participation will reflect the student's knowledge of the content discussed, willingness to share thoughts about the material, and ability to entertain views different from their own. Final grade is at the discretion of the professor and in accordance with the Class Participation and Professional Development Guidelines described in this course outline.
9. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time.
10. Beverages/food are allowed in class on the condition that students' dispose of garbage and it does not interrupt learning of others. This privilege will be rescinded if these conditions are not followed.

11. Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of a particular assignment, they must email the professor and request an appointment to discuss this issue. Students are expected to come prepared to the meeting with a written summary of their concerns, comments, etc.
12. All attempts are made by the Professor to start and end classes on time. Students who arrive late for class may not be permitted entry, and those who chronically arrive late will be asked to meet with the Professor. Marks will be deducted for chronic lateness and will be reflected in the class participation mark.

#### **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.

## Course Assignments:

### 1. Case Study

The professor will provide a case study for analysis and application of crisis intervention skills. Students are expected to apply the concepts and learning from class to the situation in accordance with the detailed instructions provided in class by the professor.

Due Date: Thursday, October 6, 2005

Grade: 15%

### 2. Video & Report

Students will be grouped in a maximum of three. Students are responsible to videotape a role-play demonstration of an interview demonstrating a part of the crisis model applied to a client situation that an SSW may experience in the field (i.e. suicide, bereavement, violence, AIDS/HIV, health crisis, loss etc) studied. One student will be the interviewer of a "dyad" (the other students assume client roles). The group is responsible to submit a **minimum** 5 page word-process report summarizes the current, crisis intervention approach with their selected population according to professional literature and research. Report must follow APA guidelines. As part of the written report, students are expected to critique their application of this approach in their video taped interview. Additional instructions will be provided in class. Students must produce evidence of individual contribution to this assignment as requested by the professor. Each group is responsible to negotiate responsibilities fairly. Any significant concerns that cannot be resolved at the group level must be brought to the professor's attention by November 1, 2005 to facilitate problem solving. Concerns brought to professor's attention following this date, may jeopardize the overall grade assigned for each participant.

Due Date: November 10, 2005

Grade: 25%

### 3. Mid-term Exam

An exam will be scheduled in class covering assigned readings and class discussions to date.

Date: Thursday, October 20, 2005

Grade: 20%

### 4. Final Exam

A comprehensive final exam will be scheduled in class covering the course material, class discussions and assigned readings.

Date: Thursday, December 15, 2005

Grade: 25%

## 5. Attendance, Skill Development

Evaluation of participation and skill development is at the professor's discretion and in accordance with the guidelines described on page 9 of the course outline. Students are expected to practice crisis assessment and intervention skills in class through role-play demonstrations, case studies and in class exercises.

Grade: 15% of final grade

### **CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES:**

#### **ALL EXPECTATIONS MET**

**15 points**

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Analyzes and applies readings to other course material and personal/professional experience
- Contributes in a very significant way to ongoing discussions, keeps analysis focused  
responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development

#### **MOST EXPECTATIONS MET**

**12-14 points**

- Demonstrates good preparation for class, knows some of the material
- Is prepared with questions and insights from course material
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Demonstrates adequate level of self-understanding and commitment to personal and professional development

#### **SOME EXPECTATIONS MET, SOME CONCERNS NOTED**

**9-11 points**

- Demonstrates adequate preparation, knows basic material
- Appears interested in content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates involvement in some aspects of the course
- Demonstrates a low level of self-understanding and may lack commitment to personal and professional development
- Occasionally disruptive, (involved in side discussions and reading other material during class etc.)

**FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-8 points**

- ❑ Demonstrates minimal preparation, lack of knowledge of material
- ❑ Body language has given the impression of disinterest in content of class
- ❑ Participates usually only when called on
- ❑ Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- ❑ Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- ❑ Demonstrates minimal involvement in most aspects of the course
- ❑ Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- ❑ Is disruptive (frequent side discussions, reading other materials during class, etc.)

**CICE Modifications:****Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.*****The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Integrative Educational Assistant may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.