

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Crisis Intervention

CODE NO. : NSA 204

SEMESTER: Winter

MODIFIED CODE: ADD095

PROGRAM: Social Services Worker – Native

AUTHOR: Lisa Piotrowski

MODIFIED BY: Marnie Bunting, Learning Specialist CICE Program

DATE: JAN/07

PREVIOUS OUTLINE DATED: JAN/06

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK: 16 Weeks

Copyright ©2007 The Sault College of Applied Arts & Technology

Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.

For additional information, please contact the Dean,

School of Health and Human Services

(705) 759-2554, Ext. 2603

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 C.I.C.E. 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 C.I.C.E. student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

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

Potential Elements of the Performance:

- Familiarity 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
- Understand the concepts of 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 understand and refer various crisis situations in a confident and appropriate manner.

Potential Elements of the Performance:

- Understand the Process of Crisis Therapy
- Differentiate between 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. 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:

Text: *Introduction to Crisis Intervention* Manual by L. Piotrowski.

V. EVALUATION PROCESS/GRADING SYSTEM:

		TARGET DATES
Quizzes (4 x 10% each)	40%	On completion of relevant sections
Take Home #1	30%	On completion of Section 4
Report	15%	March
Take Home #2	15%	On completion of Section 5

TOTAL 100%

- A. There will be **four (4) quizzes** during the course. The first will cover Section One; the second covers Sections Two and Three; the third covers Section Four and the last one covers Section Five of the manual. 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.
- 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, 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. **Report:** The report will be 3 – 5 typewritten pages. Specifics on format and process will be provided in class.
- D. **Take Home #2:** Specifics on format and process will be provided at a later date.

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!

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:

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 and will not be accepted for grading after the fifth 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 2703 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 the *Student Code of Conduct*. 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.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist 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 a Learning Specialist.***The Learning Specialist 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 Learning Specialist 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.