SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Crisis Intervention

CODE NO. : CYW308   **SEMESTER:**   5

PROGRAM: Child and Youth Worker

AUTHOR: Sandy MacDonald, CCW, BA, MA (CYC Cert.)

DATE: Sept/08   **PREVIOUS OUTLINE DATED:**

APPROVED:

"Angelique Lemay"

_____   _____
                              CHAIR   **DATE**

TOTAL CREDITS: 1

PREREQUISITE(S): CYW203 and CYW234 (Counselling Skills 1 and 2)

HOURS/WEEK:

I. COURSE DESCRIPTION:

This course will introduce students to the basic elements of crisis intervention, in a very practical, experiential format. The course reinforces the theoretical framework that recognizes crisis intervention as a unique and specialized area of practice within the helping professions. Reference will be made to material drawn from other CYW courses, particularly Counselling Skills 1 and 2 (CYW203 and CYW234); in addition, the course material will be supplemented by suicide prevention training to be provided in Child Care Methodology 111 (CYW301).

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. differentiate between the need for crisis intervention and the need for counselling

Potential Elements of the performance:
a. determine whether the person fits the profile of a crisis prone person
b. know the emotional, cognitive and behavioural signs and symptoms of psychological reactions to crisis

2. communicate effectively with those in crisis

Potential Elements of the performance:
a. assess what constitutes a crisis
b. assess priorities and available resources
c. identify and respond to content, feeling and meaning in the client's message
d. be alert to the potential for distortions in the client's message
e. use clarification techniques for understanding
f. be alert to nonverbal communication

3. implement a 6 step procedure for effective crisis intervention

Potential Elements of the performance:
a. implement the appropriate sequence of immediacy, control, assessment, disposition, referral and follow-up, in response to various crisis scenarios

4. intervene in crisis situations within the limits of the student's background, training and experience

Potential Elements of the performance:
a. recognize the legal and ethical requirements of crisis intervention work
b. respect all professional obligations regarding consent and confidentiality
c. recognize own limitations, and seek support and guidance as required

III.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Elements of Crisis Intervention, 2nd Ed. (Greenstone, Leviton)
Brooks Cole 2002

IV.   METHODOLOGY:

There will be some lecture and considerable discussion regarding the theoretical aspects of crisis intervention. This will be reinforced by intensive, experiential application exercises, including role play and case studies assignments. A particular emphasis will be placed on issues of suicide, violence and developmental crises.

V.   REQUIREMENTS:

1.   Active participation in presentations, role-plays and classroom discussion.
2.   Punctual completion of various assignments and readings.

3   a. Oral Component of Role Play Assignment (See Grading Criteria Attached)

In small groups of 2 or 3, students will be assigned a scenario which they will develop and present as a crisis intervention role play.

Their presentation will begin with a brief introduction to the situation and the setting, an overview of the circumstances and the individual client traits that may be contributing to the crisis.

Students will then present a role play demonstration of an effective intervention, based on the 6 step model of crisis intervention described in the text.

Following the role play, they will explain to the audience what they were trying to achieve at various moments (i.e. what were their counselling goals) and seek feedback regarding their performance.

b. Written Component of Role Play Assignment (See Grading Criteria Attached)

Within 10 days of course completion, each group will submit one written transcript of their presentation, and each group member will submit an individual written analysis of the role play for further evaluation.

VI. GRADING:

a) Attendance and Participation   20%
b) In-Class Crisis Intervention Role Play (Oral Component)   40%
c) Transcript – Group Submission   20%
d) Written Analysis of Role Play – Individual Assignment   20%

* Transcript and Written Analysis Due
Within 10 Working Days of Course Completion

Total: 100%

Note: Faculty reserve the right to amend this outline, with notification to students.

VII. COLLEGE GRADING SYSTEM:

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: 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.

VIII.   **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 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.

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 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.

IX. 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.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Greenstone & Leviton Crisis Intervention Role Play – ***Oral Component*** (In Class)
Grading Criteria

Students:_____

Degree to which students demonstrate skill and competence in each of the following areas:

Skill Absent or Inappropriately Demonstrated – Zero Score
Minimal Level of Skill and Competence - Lowest Score
Expected Level of Skill and Competence - Middle Score
Exceptional Level of Skill and Competence - Highest Score

Introduction provides a clear, concise description of the general situation.	0	1	1.5	2
Introduction provides a clear, concise description of the setting where the intervention is taking place.	0	1	1.5	2
Introduction identifies circumstances contributing to the current crisis.	0	1	1.5	2
Introduction identifies individual client traits contributing to the crisis	0	1	1.5	2
Role play demonstrates the skill of immediacy	0	2	3	4
Role play demonstrates the skill of control.	0	2	3	4
Role play demonstrates the skill of assessment.	0	2	3	4
Role play demonstrates the skill of disposition.	0	2	3	4
Role play demonstrates the skill of referral.	0	2	3	4
Role play demonstrates the skill of follow-up.	0	2	3	4
Concluding statement clarifies the counsellor's goals in the situation.	0	2	3	4
Students seek specific feedback from audience regarding strengths and weaknesses of their approach, as demonstrated, and respond to feedback in a professional manner	0	2	3	4

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Greenstone & Leviton Crisis Intervention Role Play - *Written Component*
Due 10 days date following course completion

Grading Criteria   Student:_____

Degree to which students demonstrate skill and competence in each of the following areas:

Absent, poorly written and/or lacking substance – Zero Score
Written at a minimal level, and containing only basic information, with little analysis - Lowest Score
Expected level of writing competence and appropriate depth of content/analysis - Middle Score
Exceptional level of writing competence and exceptional depth of content/analysis - Highest Score

Students provide a clear, concise description of the crisis situation being addressed	0	.5		1
Students provide a clear, concise description of the setting where the intervention is taking place.	0	.5		1
Students identify the <u>circumstances</u> contributing to the current crisis.	0	.5		1
Students identify the <u>individual client traits</u> contributing to the crisis	0	.5		1
Students describe and analyze their attempts to utilize <u>Immediacy</u> in responding to the crisis	0	1	1.5	2
Students describe and analyze their attempts to utilize <u>Control</u> in responding to the crisis	0	1	1.5	2
Students describe and analyze their attempts to utilize <u>Assessment</u> in responding to the crisis	0	1	1.5	2
Students describe and analyze their attempts to utilize <u>Disposition</u> in responding to the crisis	0	1	1.5	2
Students describe and analyze their attempts to utilize <u>Referral</u> in responding to the crisis	0	1	1.5	2
Students describe and analyze their attempts to utilize <u>Follow-Up</u> in responding to the crisis	0	1	1.5	2
<u>Concluding statement</u> clarifies the counsellor's goals in this situation	0	1	1.5	2
<u>Written Transcript</u> is neat and professional in appearance (grammar and spelling)	0	1	1.5	2

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CHILD & YOUTH WORKER PROGRAM

ADDITION TO C.Y.W. PROGRAM POLICIES
NOTICE OF AGREEMENT

Student Agreement Form

Regarding the Child and Youth Worker Course Outline:

I, _____, have read the C.Y.W. Course Outline

for the Course _____.

I understand its contents and agree to adhere to them.

Signed: _____

Date: _____