



COURSE OUTLINE

NSW0221

Prepared: Lisa Piotrowski Approved: Martha Irwin

Course Code: Title	NSW0221: CRISIS INTERVENTION				
Program Number: Name	1120: COMMUNITY INTEGRATN				
Department:	C.I.C.E.				
Semester/Term:	18W				
Course Description:	Crisis Intervention is a time limited helping skill focussed on the immediate problem and is essential to the SSW field. Informed and confident contact is the most effective way to serve clients in crises. Sensitivity to cultural differences and knowledge of natural support networks are key elements to effectiveness. In this course, students 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.				
Total Credits:	3				
Hours/Week:	3				
Total Hours:	45				
Essential Employability Skills (EES):	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>				
Course Evaluation:	Passing Grade: 50%, D				
Evaluation Process and Grading System:	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Crisis Intervention Skills</td> <td>10%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Crisis Intervention Skills	10%
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Crisis Intervention Skills	10%				



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Quizzes	30%
Take Home Test #1	15%
Take Home Test #2	25%
Trauma Informed Practice Paper	20%

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

Utilize the terminology applied in the crisis intervention field

Learning Objectives 1.

Blend professional terminology with personal understanding
Communicate concepts related to crisis on a professional and lay basis

Course Outcome 2.

Adopt a theoretical knowledge base for crisis intervention

Learning Objectives 2.

Identify goals of crisis work
Integrate social work theories into crisis work
Understand how family, culture and socialization affect individual crisis
Discern the role of various components of individual social functioning when working with people in crisis
Make the clear connection between conflict, coping mechanisms and crisis
Incorporate Indigenous holistic concept of healthy balance into crisis work

Course Outcome 3.



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Differentiate between universal counselling skills and the specialization of crisis intervention techniques

Learning Objectives 3.

Understand the concept of crisis
Identify a person in crisis and causes of crises
Differentiate between stress, emergency and crisis
Role of communication and timelines in crisis work

Course Outcome 4.

Identify the four main elements of a crisis

Learning Objectives 4.

Confirm identification of crisis using the main elements
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

Course Outcome 5.

Apply concepts/tools used in crisis intervention to various crisis situations in a confident and appropriate manner

Learning Objectives 5.

Understand the process of crisis work
Differentiate between and appropriately use the interview process and techniques of intervention in relation to crisis work
Adopt a professional attitude and approach in preparation for working with people in crisis

Course Outcome 6.



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Explore Indigenous and non-Indigenous professional and personal support systems available to the client

Learning Objectives 6.

Comprehension of necessity of professional and personal supports for people in crisis
Assist client in identifying individual support systems
Identify and connect with multicultural natural support networks in a culturally appropriate manner
Adopt referral and collaboration skills to work with community resources in crisis work

Course Outcome 7.

Develop a complete crisis intervention plan

Learning Objectives 7.

Integrate Crisis theory, concepts, process and techniques of crisis intervention
Apply course and cultural knowledge to a variety of crises
Summarize crisis intervention work
Complete development of written crisis intervention plan

Course Outcome 8.

Adapt knowledge of crisis intervention to a broad range of situations, ie: Trauma Informed Practice

Learning Objectives 8.

Apply knowledge of crisis intervention to individual, professional and personal balance
Incorporate academic and practice-based knowledge of Trauma Informed Practice to the role of social service worker
Integrate knowledge of crisis work, role of social service worker and self-care information within personal practice

CICE Modifications:

Preparation and Participation



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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. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. 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.

C. 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.

D. 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



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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

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.