

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: CRISIS INTERVENTION

CODE NO. : NSW 221

SEMESTER: 4

PROGRAM: Social Services Worker- Native Specialization

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PREVIOUS OUTLINE DATED: June 2014

APPROVED: "Angelique Lemay"

June/15

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): NSW 203

HOURS/WEEK: 3

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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 and 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
2. Theoretical Knowledge Base for Crisis Intervention
3. Communication Process in Crisis Intervention
4. Process and Techniques of Crisis Intervention
5. Procedures for Working with People in Crisis

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Crisis Intervention: Promoting Resilience and Resolution in Troubled Times. By L. Echerling, J. Presbury, and J. E. McKee. Pearson, Merrill, Prentice Hall Publishers. (2005)

V. EVALUATION PROCESS/GRADING SYSTEM:

Quizzes (4 x 5%)	20%
In-Class Crisis Intervention Skills	20%
Crisis Assessment Take-Home Test	20%
Suicide Paper	20%
Crisis Intervention Plan Take-Home Test	<u>20%</u>
TOTAL	100%

QUIZZES: Students will be assigned readings throughout the semester. There will be four quizzes based on assigned readings. Specific details will be provided by professor.

IN-CLASS CRISIS INTERVENTION SKILLS: Developing intervention skills is a significant component of this course. As such, there will be a variety of in-class activities, role plays and scenarios to develop, demonstrate and evaluate these crisis intervention skills throughout the semester. Attendance is essential, and marks for missed activities cannot be recovered. Students will be given a schedule of in-class and specifics will be provided by the professor.

CRISIS ASSESSMENT TAKE-HOME TEST: Students will be provided a scenario to use to individually complete a crisis assessment take-home test. A template and resource materials will be provided. Students will have one week to complete the take-home test. Tests will not be accepted after the deadline.

SUICIDE PAPER: Students will be provided with a package of resources relating to suicide. Each student is expected to review all material and complete a series of questions based on the readings provided. Details will be provided by professor.

CRISIS INTERVENTION PLAN TAKE-HOME TEST: Students will be provided a scenario to use to individually complete a crisis intervention plan. A template and resource materials will be provided. Students will have one week to complete the take-home test. Tests will not be accepted after the deadline.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student

wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

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.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.